ED 382 760 AA 001 261

Resources in Education (RIE). Volume 30, Number 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 382 780 CE 068 834

Vocational Education and Training for Youth: Towards Coherent
  Policy and Practice.
PUB DATE- 94
NOTE- 182p.; For related documents, see CE 068 833-836.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Articulation (Education); Cooperative Education; *Educational Improvement; Educational Needs; Educational Practices; Educational Trends; *Education Work Relationship; Foreign Countries; Futures (of Society); Job Training; Postsecondary Education; Secondary Education; Technical Education; *Vocational Education; Work Experience Programs; Youth Programs
IDENTIFIERS- *Europe; *United States

This volume presents the results of a seminar sponsored by the Organisation for Economic Cooperation and Development and the U.S. Department of Education on the changing role of vocational education and training in Europe. The theme of the seminar--linkages between general and vocational training--represents a central concern of national policies as they redefine the role and position of vocational education and training in meeting new economic needs in ways that are educationally sound and, at the same time, satisfy the aspirations of young people. The general conclusion is that an essential requirement for any progress toward improving the effectiveness of vocational education and training is to raise its status and prestige in order to match those attached to more academically oriented education. In practice this means breaking down traditional separations between the two systems by reinforcing the educational component of vocational education and training while introducing more applied learning in general education. The book discusses these themes in the following eight chapters: "The Context and Rationale for the Reform of Vocational and Technical Education" (McFarland, Vickers); "The Political Challenge of Reforming Vocational and Technical Education: A Case Study from the United States" (Brand); "Tech Prep Education: An American Innovation--Linking High Schools and Community Colleges" (Warnat); "Compulsory Education and What Then?--Signals, Choices, Pathways" (Raffe); "Learning and Work: The Research Base" (Raizen); The Role of Employers and Unions in Facilitating the Transition to Employment and Further Learning" (Sako); "Policy Integration and Cooperation: A Persistent Challenge" (Drake); and "Linkages: A New Vision for Vocational and Technical Education" (Papadopoulos). Each chapter contains references. (KC)

ED 382 798 CE 068 873

Okoro, Daniel; Miller, Larry E.

Factors Related to Learning Occurring in an Adult Education Program.

PUB DATE- Oct 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; *Adult Programs; *Cognitive Development; *Educational Environment; *Educational Objectives; Factor Analysis; Learning Processes; Pretests Posttests
IDENTIFIERS- Ohio

A study examined the factors related to learning occurring in an adult education program. A purposeful sample of Ohio counties and 151 participants in a specific 1993-1993 adult education program who self-selected to participate in the study was used. A descriptive ex post facto study design was used. Pretests-posttests were administered to measure the impact of instruction on achievement at the processing, creating, and remembering levels of cognition, and instructors were interviewed to measure the level of cognition at which they planned to deliver the program. The most frequently intended level of instruction was at the remembering level, followed by the evaluating level. A negative, lower relationship was found between participants' learning and the intended level of instruction. A comparison of the students' pre- and posttest performance indicated that student learning in the program occurred primarily at the remembering level, which involves the ability to memorize and recall simple concrete facts and definitions. Little appeared to be learned at the creating and evaluating levels. It was recommended that country administrators take appropriate action to develop instructional objects that could elevate the program participants' level of learning (cognition). (Contains 2 tables, 3 figures and 11 references.) (MN)

ED 382 816 CE 068 917

Hargroder, Margaret
Louisiana's Achievements for Sex Equity in Vocational Education 1992-93.
PUB DATE- 93
NOTE- 28p.; Cover title varies: "Louisiana Achievements for Greater Equity in Vocational Education Executive Summary: 1992-93."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); Educational Legislation; Educational Policy; *Educational Practices; Enrollment; Federal Legislation; Females; Males; *Nontraditional Students; Postsecondary Education; Program Evaluation; *Program Implementation; Secondary Education; Sex Discrimination; *Sex Fairness; State Legislation; *State Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Louisiana

In 1992-93, Louisiana had many achievements toward sex equity in vocational education. As state enrollment continued to grow, many efforts were undertaken to increase sex equity in vocational programs and to increase the occupational success of groups targeted by the Carl D. Perkins Applied Vocational and Technology Education Act. Among achievements were the following: (1) rates of nontraditional students in vocational education have remained constant or increased slightly; (2) males continue to comprise approximately one-sixth of nontraditional enrollments, with the largest number enrolled in office occupations; (3) institutions used diverse strategies in the areas of recruitment, retention, and placement for the increased participation of nontraditional students; (4) the state awarded numerous competitive grants to institutions for the implementation of projects for sex equity and single parents, displaced homemakers, and single pregnant women; (5) institutions used state funds to assist more than 1,700 eligible students for their successful participation in vocational education; (6) 41 percent of the nontraditional students completed programs and 28 percent were employed in the area of their training--one-third had wages at or greater than $8 per hour; (7) projects implemented numerous activities to promote gender equity, including workshops, state conferences, handouts, a newsletter, and a lending library; and (8) a Council for the Education and Employment of Women and Girls was formed to advise state education officials on gender-equity matters. (This report contains 16 charts, graphs, and tables summarizing the gender-equity efforts made in educational institutions in Louisiana.) (KC)

ED 382 836 CE 068 972

Bhaerman, Bob
Service-Learning and School-to-Work Linkages. AACE Bonus Brief.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Active Learning; *Education Work Relationship; *Public Service; Secondary Education; *Student Participation; Student Projects; *Student Volunteers; Youth Programs
IDENTIFIERS- *Service Learning

Prominent school-to-work observers see a close connection between service-learning and school-to-work programs. Major components of service-learning are as follows: active student participation, thoughtfully organized experiences, focus on community needs and school/community coordination, academic curriculum integration, structured time for reflection, opportunities for application of skills and knowledge, extended learning opportunities, and development of a sense of caring for others. The basic components of school-to-work transition include the following: school-based learning, work-based learning, and connecting activities to coordinate involvement of employers, schools, and students. The reality and importance of both paid and unpaid work in school-to-work transition have been recognized. Both approaches have much in common: contextualize student learning; provide environments in which students can develop various skills and competencies; have the potential to address such weaknesses as the lack of relevance of the curriculum or school experience; motivate students to want to learn; both can build meaningful community partnerships; and focus on outcomes as a measurement of acquired skills and knowledge. Differences exist in goals, beneficiaries, payments, and focus. Key issues in linking the two remain to be resolved: differences in terminology and conceptual focus; teacher professional development; community awareness; states' need for guidance; and the question of compensation. (YLB)

ED 382 855 CE 068 998

Welfare to Work. Most AFDC Training Programs Not Emphasizing Job Placement. Report to the Ranking Minority Member, Committee on Finance, U.S. Senate.

PUB DATE- May 95
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Basic Skills; Economically Disadvantaged; *Employment Programs; Federal Legislation; Federal Programs; *Job Placement; *Job Training; Program Effectiveness; Program Evaluation; *Welfare Recipients; Welfare Services; Work Experience Programs
IDENTIFIERS- *Job Opportunities and Basic Skills Program; Welfare to Work Programs

A study obtained information on examples of county or local Job Opportunities and Basic Skills (JOBS) or JOBS-like programs that emphasize job placement, subsidized employment, or work experience positions for welfare recipients. It also identified the extent to which county JOBS programs nationwide used these employment-focused activities and factors that hinder program administrators' efforts to move welfare recipients into jobs. Site visits were made to five welfare-to-work programs in California, New York, Ohio, and West Virginia that emphasized job placement activities, subsidized employment, or work experience programs. A survey was also conducted of a nationally representative random sample of 453 county JOBS program administrators in mid-1994. Programs that stressed the goal of employment for their participants and forged close links with employers showed promise in promoting work among welfare recipients. The five programs all shared that approach, although they differed in their methods. A majority of county JOBS programs across the nation did not have a strong employment focus. Most JOBS administrators cited insufficient staff as hindering their work with employers to help participants find work. They reported subsidizing employers could be more costly than other JOBS activities. A majority expressed interest in more flexible use of work experience programs. (The methodology and instrument are appended.) (YLB)

ED 382 875 CE 069 069

Vote, Carol J.
Guidance and Counseling Curricula and Programs Which Prepare Adolescent Females for the World of Work: Recommendations for the School-to-Work Initiative. Review of Literature.
SPONS. AGENCY- Colorado State Community Coll. and Occupational Education System, Denver.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Career Exploration; *Career Guidance; Career Planning; Cognitive Style; *Females; Intermediate Grades; Junior High Schools; Middle Schools; *Occupational Aspiration; *School Guidance; Student Evaluation; *Vocational Evaluation

A literature review examined the legislation to eliminate sex bias and stereotyping in education and the guidance and counseling curricula and programs that are integral components of the legislation. Six questions guided the preparation of the review: (1) How have legislative initiatives intended to reform education, affected the career development of adolescent females?; (2) Are adolescent females affected by sex stereotyping and bias in education?; (3) What career development competencies do adolescent females need in order to make a school-to-work transition?; (4) What is the status of guidance and counseling curriculum models and practices used to enhance the career development competencies of female adolescents?; (5) What partnerships exist to facilitate the career development of adolescent females?; and (6) What is the role of the school-to-work initiative in serving the needs of adolescent females? The review identified the following necessary elements of a comprehensive career development program for adolescent females: the role and responsibilities of the middle school; the physical and mental stages of adolescent females; learning styles; internal and external barriers and facilitators to education and career planning; and the effect of assessment tools. Based on the review, 10 questions for critical inquiry that should be addressed by educators were formulated. Examination by educators of these questions will strengthen local guidance programs, establish the role of guidance programs for the next century, and make a significant difference for adolescent females. The appendixes contain the following: National Career Development Guidelines for middle and junior high school student competencies and indicators for self-knowledge, educational and occupational exploration, and career planning; and 37 commercial products for testing and assessment in career exploration. (Contains 73 references.) (KC)

ED 382 895 CG 026 219

Vitko, James

Surveying Residential Treatment Centers, Client, and Family Involvement in Permanency Planning and Examining Alternatives To Increase Involvement.

PUB DATE- 94
NOTE- 108p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Caseworkers; *Child Welfare; *Coordination; Foster Care; Group Homes; *Meetings; *Parent Participation; Proximity; *Social Services; Social Work; Teleconferencing
IDENTIFIERS- *Child Placement; Family Preservation Services; North Dakota; *Permanency Planning (Foster Care)

Residential/group child care in the United States was established more than a century ago with permanency planning emerging in the 1970's. Even though there are many beneficial reasons to promote and participate in permanency planning, participation has often been difficult in a rural state. This paper describes a residential child care provider's efforts to increase family based services. Project data determined residential child care providers, youth in care, and family participation in permanency planning meetings within North Dakota. Results indicated residential child care providers and children in care participated in 30% of all permanency planning meetings in the state. Permanency planning meetings were attended primarily when they were conducted within a 30 mile radius of the agency. Factors affecting provider participation at permanency planning meetings included: time management; conflicting responsibilities; distance; lack of sufficient notification; and costs and expenses. As a result of the findings, a proposal was made for using conference calling as a way of increasing the provider participation in permanency planning meetings. Although face-to-face participation is desirable, conference calling could alleviate many of the factors affecting participation. (JE)

ED 382 915 CG 026 260

Dreikurs, Rudolf; Soltz, Vicki
Happy Children: A Challenge to Parents.
PUB DATE- 95
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Child Behavior; Child Development; Childhood Needs; *Child Rearing; Children; Elementary Secondary Education; Foreign Countries; Parent Child Relationship; *Parenting Skills; *Parent Materials; Parent Role; Parents
IDENTIFIERS- Parenthood

The present edition brings back into print a popular parenting book that appeared in 1964 and which sold over half a million copies. It features Anglicized spelling and provides examples that fit the British rather than American culture. The book instructs parents in democratic methods for raising children and it addresses contemporary dilemmas parents now face. It is argued that autocratic methods of demanding children's submission are now obsolete and must be replaced by a new order based on the principles of freedom and responsibility. The pages describe simple ways that parents can learn to understand their children and how to help their children become contributing members of society. It is believed that when adults know what to do, children then learn to improve behavior and to increase their trust as well as their sense of responsibility. Some of the topics covered here include understanding the child, the fallacy of punishment and reward, the use of consequences, showing respect for the child, respecting others and the rights of others, maintaining routines, refraining from overprotection, making reasonable requests, following through, listening, having fun together, and the family council. An appendix shows how parents can apply their new skills. (RJM)

ED 382 937 CS 012 148

Crawley, Sharon J.; Mountain, Lee
Strategies for Guiding Content Reading. Second Edition.
PUB DATE- 95
NOTE- 345p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Content Area Reading; *Content Area Writing; Cooperative Learning; Informal Reading Inventories; Intermediate Grades; Middle Schools; Multicultural Education; *Reading Strategies; Secondary Education; Special Needs Students; *Study Skills; Vocabulary Development
IDENTIFIERS- *Content Area Teaching

Written for content area teachers in middle and secondary schools, this book offers specific strategies and examples they can use to integrate key reading, writing, and study skills into their teaching. The book takes a balanced reading approach, providing specific suggestions for direct teaching as well as many opportunities for cooperative or group learning. Comprehension, writing, and study processes are described in detail in the book and how these processes relate to specific content areas is shown. This second edition adds a chapter on children with special needs and a chapter on multicultural literature and teens. Chapters in the book are: (1) The Nature of Reading; (2) Textbook Evaluation; (3) Informal Reading Assessment; (4) Vocabulary Development; (5) Questioning; (6) Building Background and Predicting; (7) Silent and Postreading; (8) Study Skills; (9) Integrative Writing; (10) Meeting Students' Needs; (11) Multicultural Literature and Teens; and (12) Students with Special Needs. (Contains approximately 300 references. Appendixes present enabling activities and answers to those activities.) (RS)

ED 382 956 CS 214 834

Greene, Stuart
Composing Oneself through the Narratives of Others in Writing an
Academic Argument.
PUB DATE- Mar 95
NOTE- 14p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (46th,
Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conferenc
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autobiographies; Case Studies; Classroom Research;
Higher Education; *Literacy; *Personal Narratives; *Persuasive
Discourse; Writing (Composition); Writing Research
IDENTIFIERS- Authorship; Literacy as a Social Process

A study examined the problems students confront as they try to advance their own ideas when they are also asked to synthesize their interpretations of what others have said in developing a written argument. The researcher spent 15 weeks in a class of 15 students that focused on the theme of literacy. Discussions were observed and taped and protocols collected from six students who were then interviewed. All 15 student essays were analyzed. The focus was particularly on an autobiographical literacy essay and an argumentative essay in which students were to take a position on a literacy issue while drawing on some texts they had read. Although students were encouraged in a number of ways to use their own experiences as a legitimate basis for developing an argument, all but one appeared to rely almost exclusively on the assigned reading. A substantive analysis of how an Asian student went about writing the two essays shows important relationships between personal experience and positions taken on literacy. The way this student represents himself in his autobiography is a function of the position of difference from which he speaks; he experiences a real disjunction between the assumptions, expectations, and requirements that define him and those that define his readers. In the argumentative essay, the student chooses to talk about his concerns through describing others' struggles; it offers insights into the ways students appropriate other texts. (Contains 11 references.) (TB)

ED 382 975 CS 214 857

Marshall, Jody; O'Flahavan, Leslie

Collecting Their Thoughts: Using Museums as Resources for Student Writing.

PUB DATE- 95
NOTE- 69p.; Based on the writing workshops developed by Thomas E. Lowderbaugh, Deputy Director for Administration, Office of Elementary and Secondary Education, Smithsonian Institution. Photographs may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Museums; Secondary Education; Teacher Role; *Writing Assignments; Writing Skills
IDENTIFIERS- *Writing Development

Inviting students to look, explore, and think, this booklet offers practical ways for teachers to use museums--in particular, the artworks, artifacts, collections, and other materials they contain--as a basis for secondary students' writing. If taking students on field trips is not feasible, educators can adapt most of the activities in the booklet for use in the classroom. The key concepts in the booklet are based on the tenet that writing is a skill students can develop through practice, trial, and error. The teacher's role in the activities in the booklet is to guide students through writing, emphasizing process in addition to product. The booklet presents five major activities--Telling a Painting's Story; Conversing with an Object; Explaining How Things Work; Telling Your Story; Creating a Classroom Museum; and Beyond the Museum--as well as advice on how educators can design their own activities. A 15-item annotated list of additional resources is attached. (RS)

ED 382 995 CS 214 882

Kerr, Karina L.

Demeter and Persephone: What Our Children Are Learning.

PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childrens Literature; Elementary Education; *Females; Feminism; *Greek Civilization; *Greek Literature; Literary Criticism; Modernization; *Mythology; *Sex Role
IDENTIFIERS- *Greek Mythology

An examination of the Ancient Greek myth of Demeter and Persephone shows how much can be learned about the culture in which it was produced and circulated. The reader can make a number of inferences about the relative positions and roles of men and women in ancient Greek society and what traits were considered positive in each. Six modern versions of the myth written for children offer the same opportunities to the critic. Unfortunately, the inferences to be made are disturbing. All of these modern versions give Zeus more credit for caring about the human race and for solving the problem at hand than he receives in the Homeric hymn. Furthermore, all the children's versions portray Demeter and Persephone as basically one dimensional characters, whereas the Homeric version portrays them as multi-dimensional. According to the modern versions, women are intelligent and mean or are kind but incapable of thinking for themselves. These versions teach children that women are to be subservient. They imply that while being a mother is an important role for women, it is not a role that requires strength. Women who show anger, they suggest, do themselves a disservice. Whereas the Homeric hymn showed the goddesses as well-rounded--having good qualities and bad qualities, children's versions of the myth severely limit the goddesses. Greek society devalued women in general, but 20th centure retellings for children devalue women even more than the original. (TB)

ED 383 014 CS 508 921

Burroughs, Nancy F.; Marie, Vicki

Speaking in English Scares Me: A Cross-Cultural Comparison of Native and Non-native Language Use on Communication Orientations in Micronesia.

PUB DATE- Feb 95

NOTE- 38p.; Paper presented at the Annual Meeting of the Western States Communication Association (Portland, OR, February 10-14, 1995).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Communication; *Communication Apprehension; Communication Research; Cross Cultural Studies; Cultural Differences; English (Second Language); Extraversion Introversion; Higher Education; Language of Instruction; *Language Role; *Student Attitudes

IDENTIFIERS- Micronesia; Nonnative Speakers

By the year 2010, it is projected that in the United States no single ethnic group will hold the majority. Even though a variety of other languages will be represented, English will probably remain as the "common" communication tool between and among ethnic and racial groups. An investigation focused on the impact of language and cultural diversity on communication in college classrooms. More specifically, students (n=131) from the Community College of Micronesia, Pohnpei, Federated States of Micronesia), a culturally mixed population which speaks English as its second (third or fourth) language, were asked to indicate their apprehensions about communicating, their willingness to initiate conversations, their level of extroversion/introversion or talkativeness, and how competent they perceived themselves to be while communicating in English and in their native language. The ages of respondents ranged from 16 to 48 with a mean age of 23.21. Comparisons indicated significant differences between orientations of students in the two cultures and within the Micronesian culture itself, as well as between the sexes. Perhaps the study's most significant contribution is its support of the conclusion that when individuals are asked to communicate with one another, their communication orientations may be influenced directly by the language they choose or are required to use. That is, when individuals are forced to use a non-native language to communicate, their overall orientation to communication may change. In this case experience increased apprehension, decreased willingness to initiate communication, and decreased perceptions of communication competence. (Contains 29 references and 5 tables of data.) (TB)

ED 383 033 EA 026 278

Education Reform: School-Based Management Results in Changes in Instruction and Budgeting. Report to Congressional Requesters.
PUB DATE- Aug 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; Government Publications; Instructional Improvement; *Instructional Systems; Multivariate Analysis; Participative Decision Making; Program Evaluation; Public Schools; *School Based Management
IDENTIFIERS- Proposed Legislation; *Systemic Educational Reform

This report responds to a request for information on School Based Management (SBM) from Senators Edward M. Kennedy and David Durenberger. It answers the following questions: (1) Under SBM, did administrators and teachers change their schools' instructional programs and budgets and, if so, how? (2) What were key similarities and differences in districts' approaches to SBM? (3) How were Chapter 1 programs integrated with SBM? A study of SBM initiatives was conducted in three school districts: Dade County, Florida; Edmonton, Alberta, Canada; and Prince William County, Virginia. Changes in instructional programs included adding all-day kindergarten, extended-day programs, special education and gifted-and-talented programs, and new courses. Changes in budgeting included adjustments in spending on staff, supplies, and equipment. A key similarity in districts' approaches to SBM was that it operated with other district reforms as part of a broader reform strategy. Key differences in the approaches to SBM included how the district allocated funds to its schools, and whether schools or the district developed schools' budgets. The Chapter 1 program was largely not integrated with SBM in Dade County and Prince William County. Proposed legislation to reauthorize Chapter 1 would decentralize some control over the program, moving it from districts to schools. The appendices contain objectives, scope, and methodology; results of a multivariate analysis; waivers obtained by schools; school and district staffs' remarks about SBM; and major contributors to this report. (MLF)

ED 383 053 EA 026 678

Cochren, John R.
A Conceptual Model To Assist Educational Leaders Manage Change.
PUB DATE- 95
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Administration; *Educational Change; Elementary Secondary Education; *Leadership; Leadership Styles; Models; *Organizational Change; *Organizational Development; *Organizational Theories; Resistance to Change; Systems Approach

This paper presents a conceptual model to help school leaders manage change effectively. The model was developed from a literature review of theory development and model construction. Specifically, the paper identifies the major components that inhibit organizational change, and synthesizes the most salient features of these components through a model for change management. The model is based on general systems theory to explain the interrelationships among components. The major inhibitors to effective management of change include scientific management leadership, lack of manipulation of motivators, power and politics, lack of effective staff development, and bureaucratic organizational hierarchy. Of these, effective leadership is identified as the critical component to successful change management. Contingency theory, which focuses on the interaction among the leaders' personal traits, behavior, and situational factors for effective leadership, is advocated as a useful approach for managing change. Strategies that fail to consider the needs of organizational members will not be successful in managing change. Organizational development requires a continuous system of communication and feedback among members of the organization, the external environment, and leaders. (Contains 126 references.) (LMI)

ED 383 073 EA 026 726

Finn, Chester E., Jr., Ed.; Walberg, Herbert J., Ed.
Radical Education Reforms. The Series on Contemporary Educational Issues.
PUB DATE- 94
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Innovation; *Educational Objectives; Elementary Secondary Education; Governance; Nontraditional Education; Privatization; Role of Education; School Choice; *School Restructuring; State Standards; Technological Advancement

This book presents a diverse set of unusual and significant departures from customary educational policies and practices. These "radical" ideas range from calling for national standards, to enacting statewide legislative initiatives, to implementing decentralized local initiatives such as charter schools, local school councils, and privatization. The chapters focus on seven major forms of radicalism: (1) a fundamental shift in basic beliefs, values, and ways of thinking about education; (2) the transfer of political power; (3) a change in the ownership of education; (4) a complete overhaul of goals, standards, and norms by which education systems operate; (5) major changes in the technology employed by educational enterprises; (6) the abandonment of old institutions in order to start anew, as in schools that "break the mold"; and (7) a restatement of the scope, mission, or mandate of the enterprise itself. Section 1 contains four chapters that focus on national and state strategies: (1) "National Standards" (Albert Shanker); (2) "The New American Schools Development Corporation" (Saul Cooperman); (3) "What I Saw at the California Education Revolution" (Francie Alexander); and (4) "Wild Card Educational Reform in Kentucky" (Betty E. Steffy and Fenwick W. English). Section 2 is comprised of three chapters that examine change at the district level: (5) "Raising Standards in Charlotte-Mecklenburg Schools" (John A. Murphy); (6) "Radical School Reform in Chicago: How Is It Working?" (Edgar G. Epps); and (7) "Comprehensive School Services in San Diego" (Thomas W. Payzant). The third section includes five chapters that present generic approaches to change: (8) "Charter Schools in Minnesota" (John A. Cairns); (9) "Free Market Choice: Can Education Be Privatized?" (Joseph L. Bast and Herbert J. Walberg); (10) "New School Choice Plans" (Michael Heise); (11) "Technology in School Improvement" (Dustin H. Heuston); and (12) "Technology in the Edison Schools" (Nancy Hechinger). Seven figures and two tables are included. References accompany each chapter. (LMI)

ED 383 091 EA 026 748

St. Michel, Terrie
Effective Substitute Teachers: Myth, Mayhem, or Magic? The
  Practicing Administrator's Leadership Series.
PUB DATE- 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Instructional Development; *Instructional Effectiveness; Instructional Improvement; *Part Time Faculty; *Substitute Teachers; Teacher Evaluation; *Teacher Improvement

This handbook presents findings of a 2-year study that examined the role of the substitute teacher. Findings showed that the problems with substitute-teacher programs were a result of nonmanagement rather than mismanagement. The book offers recommendations for designing, implementing, and maintaining quality substitute-teacher programs. The first four chapters provide suggestions for conducting a needs-assessment study; defining the key players and their roles; developing a reference manual for substitutes and regular teachers; and conducting workshops for administrators, nonteaching staff, regular teachers, and substitute teachers. Recommendations are offered in the fifth chapter: (1) improve recruitment and selection practices; (2) provide professional-development training to substitute teachers, regular teachers, and principals; (3) conduct routine evaluations of substitutes and provide meaningful feedback; (4) create a current comprehensive database of all substitutes in the district; (5) treat substitutes as professionals; (6) implement management strategies that help teachers make productive use of instructional time; (7) provide pertinent information to substitutes prior to their assignments and notify them of their assignments as early as possible; (8) improve employment benefits to substitute teachers; and (9) hire a designated number of permanent substitute teachers for each campus. Contains sample forms (a report to the regular teacher, campus information for the substitute, a workshop-evaluation form), and a 15-item annotated bibliography. (LMI)

ED 383 110   EA 026 769

Webber, Charles F.
School Board Members' Perceptions of the Future: Patterns and Implications.
PUB DATE- May 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Board of Education Role; *Boards of Education; Delphi Technique; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); Opinions; *Prediction; Trend Analysis
IDENTIFIERS- *Canada

This paper presents findings of a study that attempted to predict the future concerns of a sample of Canadian school board members. The three-round Delphi study was conducted by mail with a random sample of 350 school board members in a western Canadian province. The response rate was 39 percent. Participants predicted that their future top priorities would include finance, student behavior, quality assurance, and employment preparation for students. They assigned low priorities to issues of gender and teacher-work overload. Nine themes that emerged from the board members' predicted concerns centered around educational governance, accountability, program-delivery models, societal change, school security, the educational welfare of students, educational finance, teacher development, and curricular content. These themes infer a generalized belief structure to which board members appear to subscribe. It is suggested that: (1) education will become increasingly politicized; (2) teachers will see little professional/economic advancement and an increased workload; (3) social issues will receive low priority from boards of education; and (4) low-cost innovative teaching models and strong disciplinary measures will receive school-board support. Two tables are included. The appendix contains a copy of the concerns inventory. (LMI)

ED 383 130 EC 303 952

Bauwens, Jeanne; Hourcade, Jack J.
Cooperative Teaching: Rebuilding the Schoolhouse for All Students.

PUB DATE- 95
NOTE- 237p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160),Books (010)
DESCRIPTORS- Cooperative Planning; *Disabilities; *Educational Cooperation; Elementary Secondary Education; *Inclusive Schools; Information Dissemination; Interprofessional Relationship; Mainstreaming; Program Evaluation; Program Implementation; *Regular and Special Education Relationship; Scheduling; Self Evaluation (Individuals); Teacher Attitudes; Teacher Evaluation; *Teaching Methods; *Team Teaching

This guide explains in a step-by-step fashion how all educators can remodel their professional practice through cooperative teaching. The guide outlines the planning, implementation, and evaluation of cooperative teaching between general educators and special educators. After considering basic features of collaboration, ways to implement cooperative teaching are considered, including team teaching, complementary instruction, and supportive learning activities. Administrative support issues, as well as time usage and schedules for the teaching partners and support service providers, are addressed. Sources of information for evaluating cooperative teaching and types of evaluation methods are considered. Interpersonal skills and issues such as flexibility and sharing space with another teacher are addressed, as are possible sources of conflict and ways to resolve conflict. Consideration is also given to the nature of change, administrative implications of cooperative teaching, and ways to disseminate information about cooperative teaching. Self-assessment questionnaires and checklists are included that address: readiness for collaboration, levels of concern regarding cooperative teaching, time management, flexibility, and teacher behavior in interpersonal relationships. Individual chapters contain references, and a sample time log is appended. (SW)

ED 383 150 EC 303 974

Harm's Way: The Many Faces of Violence and Abuse against Persons with Disabilities.

PUB DATE- 95
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Accountability; Battered Women; Change Strategies; Child Abuse; *Civil Rights; Compliance (Legal); Court Litigation; *Disabilities; Disclosure; Due Process; *Emotional Abuse; Evidence (Legal); Experience; Foreign Countries; Individual Power; Institutionalized Persons; Laws; Legislation; Patients; *Public Policy; *Verbal Abuse; Victims of Crime; *Violence; Well Being
IDENTIFIERS- *Canada

The information in this book came from a Canadian survey of people with disabilities, along with interviews and focus group discussions with service providers, police, advocates, and family members (total n=120) and a review of the literature, case law, and statutes. The study focused on violent or abusive circumstances experienced by individuals with disabilities and the impact of those acts on their lives. Factors that can contribute to violence and abuse are identified, including negative social stereotypes concerning disability and having caregivers who may lack adequate training or support. Types of violence and abuse identified by persons with disabilities included: physical violence; denial of rights, necessities, privileges, and opportunities; verbal and emotional abuse; and failure to respond to their complaints of abuse and violence. Also considered are: issues of disclosure and identifying violence and abuse; responses after the problem has been identified; Canadian federal, provincial, and territorial legislative responses to violence against persons with disabilities; and analysis of selected case laws. Recommendations are offered for: policy and program reform, statutory reform, providing information to concerned parties and the public about the abuse issue, increased support from the community, and research to obtain relevant data. Appended are statistical survey results and a discussion of the survey methodology. (Contains 270 references.) (SW)

ED 383 170 FL 022 935

Peck, Antony, Ed.; Westgate, David, Ed.
Language Teaching in the Mirror. Reflections on Practice.
PUB DATE- 94
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audiovisual Aids; Classroom Observation Techniques; *Classroom Research; *Classroom Techniques; College Faculty; Elementary Secondary Education; Foreign Countries; Grammar; Higher Education; Interprofessional Relationship; Journal Writing; Language Teachers; Peer Evaluation; *Professional Development; *Reflective Teaching; Second Language Instruction; *Second Languages; *Self Evaluation (Individuals)

A collection of brief articles of reflective teaching focuses on how second language teachers can use reflective practice for their own continuing professional development. The first title in the "Reflections on Practice" series, this collection introduces the concept of the reflective practitioner of language teaching and serves as a foundation for the series as a whole. Each subsequent title will develop the notion of reflection on practice in relation to a specific domain, beginning with modern foreign languages at primary school. In each chapter, several essays are linked by brief editor comments. Articles reflect these five chapter topics: Why reflect on practice?; What do we reflect on?; How to reflect?; What outcomes may we expect?; and How to begin reflecting? Articles include: "Reflective Teaching in a Wider Context" (Chris Kyriacou); "Continuing Collaboration" (John Batey); "The Loneliness of the Long-Distance Reflector" (Margaret Wells); "Reflecting During Teaching Practice" (Emma Taylor, Antony Peck); "Working Towards Fluency" (Jacky Ramage); "Diary Keeping and Reflecting on Practice" (Chris Palmer, Gill Palmer); "Video Action Replay" (John Batey, David Westgate); "Keeping an Eye on Each Other: Peer Observation" (Eryl Griffiths); "Using an Observation Schedule" (Christine Korczak); "Reflecting on Grammar Teaching" (Margaret Wells); "The Foundations of a Reflective Teacher" (Diana Kent); "Reflection as an Aid to Self-Improvement" (Antony Peck); "The Short Option" (Antony Peck); "Gaining Support from Local HE" (David Westgate); and "Action Research: A Vehicle for Reflection" (Michael Calvert). Suggested additional readings are included. Contains 49 references. (MSE)

ED 383 190 FL 022 987

Ochoa, Alberto, M.; Sharifzadeh, Virginia
Children's Questions and Adults' Answers in Different Cultures: Research Report.
PUB DATE- 30 Sep 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arabic; Caregiver Speech; *Cross Cultural Training; Cultural Differences; Ethnography; Foreign Countries; *Intercultural Communication; *Language Patterns; *Parent Background; *Parent Child Relationship; Persian; Uncommonly Taught Languages
IDENTIFIERS- *Chaldeans; Questions

This paper presents an exploratory study, using an ethnographi approach, of linguistically and ethnically diverse parents interacting with their children. Subjects included three Persian-speaking families, three Chaldeans, and three Euro-American families; children were aged 4-5 years. Goals were to understand cross cultural communication, examine how families can be connected to the educational process of their child, and provide teachers with an understanding of diverse patterns of communication and learning in the classroom. Specifically, child questions and parent responses from parent-child interactions were examined during a book reading activity within different cultural groups. The most striking finding was the large difference in the number of children's questions between the groups, but particularly between the Euro-American and Chaldean group. The patterns of children's questions were consistent across the three groups, yet the parents' responses showed no consistency across the groups. Valuable information was gathered, in particular, on ways to approach the Chaldean community, where it was found that reading is not a common practice for children because of language differences and book availabilities. Appendix A includes the coding matrix for questions and answers. (NAV)

ED 383 211 FL 023 011

Parkinson, Brian
Research To Inform Advanced FL Courses Involving Translation: An Immodest Proposal.
PUB DATE- 95
NOTE- 7p.; For complete volume, see FL 023 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Advanced Courses; *Classification; Classroom Techniques; *Discourse Analysis; Educational Strategies; Foreign Countries; Higher Education; *Interpretive Skills; Interrater Reliability; Language Research; Linguistic Theory; Professional Education; Research Needs; Second Language Instruction; *Second Languages; Skill Development; *Translation

The use of text classification as a strategy in the training of translators is discussed. Frequently, translator trainees are required to complete a text profile classifying the text on dimensions such as purpose, formality, difficulty, and emotional tone. It is argued that the empirical basis for such classification is very shaky, but could be made more secure by three types of experiments: (1) verification of validity and interrater reliability on the categories used; (2) tests of statistical and logical (or psychological) interdependence of the various dimensions; and (3) examination of the extent to which translators at various levels actually use text analysis when making decisions about translation. (Contains 13 references.) (Author/MSE)

ED 382 761 CE 067 472

Splete, Howard; Hoffman, Katherine, Ed.
Adult Career Counseling Center. Eleventh Annual Report. September 1993-June 1994.

PUB DATE- Jun 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Counseling; Adult Education; *Career Counseling; *Career Guidance; Career Information Systems; Case Studies; Client Characteristics (Human Services); Computer Oriented Programs; *Computer Uses in Education; *Counseling Services; Counselor Training; Inservice Education; Program Development; Program Implementation; Public Relations
IDENTIFIERS- *Computer Assisted Guidance

Oakland University's Adult Career Counseling Center (ACCC) has provided computer-assisted career guidance and career counseling services to more than 8,500 adults since it was opened in fall 1982. During its 1993-94 operating year, the ACCC provided services to 423 females and 133 males, 87.8% of whom were white, 75.6% of whom were between the ages of 20 and 49, 50.9% of whom hold bachelor's degrees, and 41.0% of whom were employed full time. The ACCC relocated from two large rooms to four private offices and a reception area and continued to conduct activities consistent with the following program goals: provide services career exploration and planning opportunities to community adults at no charge; train faculty, staff, and students in using career guidance practices for adults; and support research efforts to improve understanding of the career development sphere and ultimately promote better career guidance. The ACCC gave community members access to following computer-based career information and guidance systems: DISCOVER for Colleges and Adults, System of Interactive Guidance and Information Plus (SIGI PLUS), and Michigan Occupational Information System (MOIS). (Twelve graphs are included. Appended are a report on Pontiac Adult Career Counseling Center and information on auxiliary grant-supported services.) (MN)

ED 382 799 CE 068 875

Bowman, Harry L.; Brown, G. Wayne
Outcomes-Based Occupational Education Accreditation: A New Vision for Educational Quality Assurance.

PUB DATE- Nov 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994). For a related paper, see CE 068 871.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); Educational Change; Educational Quality; Evaluation Methods; *Institutional Evaluation; Models; Quality Control; Technical Education; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Commission on Occupational Education Institutions; *Quality Assurance

The current practice of accrediting technical education is based on a set of policies and comprehensive standards pertaining to all aspects of the institution. These policies and standards are applied by institutional personnel to conduct a self-study based on the school's mission and by an independent team of technical educators-evaluators to conduct an on-site assessment. A new outcomes-based approach to accreditation of postsecondary occupational or technical education institutions has been proposed. The new approach, which emphasizes quality assurance and is based on accreditation approaches used and/or advocated by the Commission on Occupational Education Institutions (COEI) of the Southern Association of Colleges and Schools, emphasizes the following components: (1) occupational/skill standards as the basis for program design; (2) skill assessment/certification as the basis for assessing program effectiveness with individuals; and (3) job placement of training recipients as the basis for assessing institutional effectiveness in meeting job market needs. It is estimated that minimum of 2 years will be required for transition from the current accreditation system to the new system. The target date for completion of the development and adoption of the COEI's revised accreditation standards is December 1995. Includes a flowchart showing the accreditation process. (MN)

ED 382 837 CE 068 974

Tennant, Mark; Pogson, Philip

Learning and Change in the Adult Years: A Developmental Perspective. First Edition. Jossey-Bass Higher and Adult Education Series. Jossey-Bass Social and Behavioral Service Series.

PUB DATE- 95
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning; Andragogy; *Cognitive Development; *Developmental Psychology; Educational Theories; *Experience; *Intelligence; Intelligence Tests; Lifelong Learning; Self Actualization; Teaching Methods

Aimed at adult education practitioners engaged in graduate study, this book draws on the field of developmental psychology to provide new insights into the critical connections between experience and learning in adult education and training. Chapter 1 introduces the role of psychological development in adult learning, investment of "self" in learning, and link between social and personal development. Chapter 2 reviews adults' performance on standard intelligence tests and explores the distinctly adult qualities of intelligence. Chapter 3 documents the literature on practical intelligence, tacit knowledge, and expertise. Chapter 4 reviews theories of the life course. Chapter 5 outlines ways social and historical influences shape the life course and the presence of these influences in adult education theories and practices. Chapter 6 examines the nature of personal autonomy, its status as a developmental phenomenon, educational strategies to promote it, and its limits within a given social context. Chapter 7 looks at the various ways in which adult educators have attempted to incorporate experiences into learning and the way in which the self interprets and endows experience with meaning. Chapter 8 explores the political and psychological dimensions of the teaching role and the need for a teacher to develop an identity or posture. Chapter 9 poses the question, what does it mean to have a developmental perspective on teaching. Contains 224 references and an index. (YLB)

ED 382 896 CG 026 236

Success Stories '94: A Guide to Safe, Disciplined, & Drug-Free Schools.

SPONS. AGENCY- Department of Justice, Washington, D.C.
PUB DATE- 94
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alcohol Abuse; *Alcohol Education; Curriculum Development; Drug Abuse; *Drug Education; Drug Use; *Early Intervention; Elementary Secondary Education; *Health Education; Parent Participation; *Prevention; Staff Development
IDENTIFIERS- *Drug Free School Recognition Program; *Drug Free Schools; Drug Policy; National Education Goals 1990

National Education Goal 6 challenges us to create safe, disciplined, drug-free schools for our children. This book describes model drug prevention education programs in schools selected by the U.S. Department of Education's 1991-1992 Drug-Free School Recognition program. The schools offer practical and adaptable advice in six areas: (1) recognizing, assessing, and monitoring drug, safety, and discipline problems; (2) setting, implementing, and enforcing policy; (3) developing and implementing a drug prevention education curriculum; (4) educating and training staff; (5) promoting parent involvement and providing parent education and training; and (6) interacting and networking with community groups and agencies. Additional recommendations include starting drug prevention activities early with young children. Five schools in Montana, Georgia, Washington, D.C., Minnesota, and Florida are highlighted. Contains a list of publications, agencies and organizations, regional centers, as well as 79 schools that can serve as resources. (JE)

ED 382 916 CG 026 261

Mulhern, J. Sean

Pupil Services: A Resource and Planning Guide. Bulletin 95241.

PUB DATE- 95
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Ancillary School Services; Children; Elementary Secondary Education; *Planning; Program Development; Program Guides; *Pupil Personnel Services; *Pupil Personnel Workers; *Resource Materials; School Counselors
IDENTIFIERS- Wisconsin

This guide identifies key factors and considerations in developing a comprehensive, collaborative pupil services delivery system. In addition to describing what these considerations are, information is provided by developing a district and pupil services team. Emphasized here is the need for conceptualizing the delivery of pupil services within the context of a common framework that is connected to the total school environment. The importance of collaboration and integration are highlighted here. The guide is divided into five parts. Part one describes pupil services and the need for teamwork. It lists goals for educating children and provides details on how teamwork can improve service delivery. Part two outlines some of the issues faced by pupil service teams, such as certification and training, organization, and student-staff ratios. The third part addresses the functioning of pupil services delivery at the building level, approaching these services in terms of traditional services delivery and collaborative services delivery. Part four furnishes some of the key considerations for pupil services directors, such as organization of services, policy development, budgeting, personnel matters, and other concerns. The last section contains 12 appendices which provide information on resources, goals, ethics, administrative codes, and various other program details. (RJM)

ED 382 938 CS 012 150

Bhola, H. S.
Campaigning for Literacy: Eight National Experiences of the Twentieth Century, with a Memorandum to Decision-Makers.
PUB DATE- 84
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Adult Basic Education; Case Studies; *Developing Nations; Foreign Countries; *Functional Literacy; *Illiteracy; *National Programs; Program Descriptions
IDENTIFIERS- Brazil; Burma; China; Cuba; *Literacy as a Social Process; *Literacy Campaigns; Somalia; Tanzania; USSR; Vietnam

Advocating the literacy campaign as the most appropriate and adequate means for dealing with large-scale illiteracy, this book presents eight case studies of national campaigns as examples and illustrations of this approach. The book notes that mass literacy campaigns are not the exclusive province of any particular ideology, but are possible within any society that desires them. The book is addressed to literacy workers, educational administrators, development planners, policy-makers, and politicians in countries disadvantaged by high rates of illiteracy as well as in societies where universal adult literacy seems within reach. Chapters in the book are:

(1) Background and Context; (2) Nature, Objectives, and Methodology; (3) Why Literacy? Why Can't Literacy Wait? Why Are Mass Literacy Campaigns Necessary? Issues for the 1980s; (4) The Literacy Campaign in the Union of Soviet Socialist Republics, 1919-39; (5) The Mass Literacy Campaign in the Socialist Republic of Viet Nam, 1945-77; (6) The Anti-Illiteracy Campaigns in the People's Republic of China: From the 1950s to the 1980s; (7) The Cuban Mass Literacy Campaign, 1961; (8) The Mass Literacy Movement in Burma: From the 1960s into the 1980s; (9) The Brazilian Literacy Movement from 1967 to 1980; (10) The Tanzanian Mass Literacy Campaign, 1971-81; (11) Literacy in the Context of a Rural Development Campaign: The Somali Experience of 1973-75; (12) Planning, Implementing and Evaluating Literacy Campaigns: A Memorandum to Decision-Makers; and (13) Conclusions. An appendix presents the Udaipur Declaration on International Strategy for Literacy Promotion. (RS)

ED 382 957 CS 214 835

Donehower, Kim

"These People Are Weird and We Don't Like Them": Reacting to Regional Difference.

PUB DATE- 23 Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Differences; Fiction; Higher Education; Literary Criticism; *Literature Appreciation; *Multicultural Education; Reader Response; Regional Characteristics; *Student Attitudes; *Student Reaction; Twentieth Century Literature; Undergraduate Students
IDENTIFIERS- Response to Literature; *United States (South)

An instructor teaching a 20th-century fiction course was surprised by her students' response to a series of stories she asked them to read about the South. Apparently representing the feelings of many in the class, one student said, "These people are weird. And we don't like them." Though they were used to encountering differences in terms of race, gender and class, the students were unprepared for difference based on place or region. The multicultural favorites--race, class and gender--are a lens for both students and teachers to look through when considering the "other"; it screens out other analytical perspectives. Editors of anthologies choose stories to be representatively "African-American" or "female" or "working class" and present them to their readers neatly wrapped with editorial comments that explain the nature of the differences represented. Students become "accidental tourists"--unwilling travelers who want the different to resemble the familiar; and academics become academic tourists--thinkers who assess difference, and its value, in terms of how they can fit it into a schema, a way of looking at the world that they have designed. What the students were objecting to in the Southern stories by William Faulkner ("A Rose for Emily") and Flannery O'Connor ("A Good Man is Hard to Find") was not that the South was represented but that it was represented in a way that was totally unfamiliar to them--in a way that did not fit into their frame of reference. (TB)

ED 382 976 CS 214 858

Learning Partners: Let's Write!

PUB DATE- 95
NOTE- 3p.; For a fact sheet on reading, see CS 012 141.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Writing; Early Childhood Education; *Parent Child Relationship; *Parents as Teachers; Writing Attitudes; *Writing Exercises
IDENTIFIERS- *Emergent Literacy

Noting that one of the most important parts of knowing how to write well is to feel comfortable doing it, this information sheet lists some things parents can do to encourage their children to write and presents a series of writing activities. The information sheet notes that parents can: (1) show their children that they write often; (2) encourage their young children to scribble; (3) play writing and spelling games; (4) explain that math problems are a form of writing; and (5) talk about why people write. The information sheet presents four activities for young children, four activities for more advanced writers, and four activities for writers of any age. (RS)

ED 382 996 CS 214 883

Cyrino, Monica S.

Club Hellas Presents: An Interdisciplinary Model for Team-Teaching Greek Civilization.

PUB DATE- May 95
NOTE- 12p.; Paper presented at the Annual National Institute for Staff and Organizational Development International Conference on Teaching Excellence (Austin, TX, May 21-24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ancient History; Course Descriptions; *Greek Civilization; Greek Literature; Higher Education; Instructional Effectiveness; *Interdisciplinary Approach; Reading Materials; Teaching Methods; *Team Teaching; Undergraduate Students; Western Civilization
IDENTIFIERS- *University of New Mexico

A team-taught course on Greek civilization was designed to reach a broad audience of majors and non-majors at the University of New Mexico and has changed in response to faculty and student responses. The first version of the course covered Greek and Roman culture and presented a variety of guest lecturers, but student comments indicated that too much material was covered. The course was cut in half and transformed into an interdisciplinary Greek civilization course taught by two professors. The course was advertised through a widespread cross-listing to appeal to as many students as possible. Distributing flyers was effective in recruiting 140 to 170 students each time the course was offered every spring for 4 years. The current version of the course is divided into Archaic, Classical, and Hellenistic Greece, with a heavy emphasis on the first two. The instructors rely mainly on primary sources to accompany the lectures every week. The instructors have tried a variety of strategies to provide small groups of students with access to instructors, since the department does not have enough money to hire discussion section leaders. The exams follow the tried-and-true essay format. Students unanimously agree on the effectiveness of using slides to accompany lectures. The success of the course has led to the petitioning of the university to add a new interdisciplinary major and minor in Classical Civilization. (The syllabus is attached.) (RS)

ED 383 034 EA 026 304

Zirkel, Perry, Ed.
Case Citations 1994. Sixteenth Series (How Free Is Speech in the Schools?)
PUB DATE- 94
NOTE- 30p.; For the Seventeenth Series, see EA 026 305.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Freedom; *Court Litigation; Elementary Secondary Education; *Freedom of Speech; Higher Education; Legal Responsibility; Public Schools; *School Law; Student Rights; Teacher Rights
IDENTIFIERS- Access to Facilities; *First Amendment; *Religious Freedom

Case citations from federal and state court decisions concerning freedom of speech in schools are organized in five major sections with brief summaries of relevant cases in subcategories followed by a table of cases cited. The major sections are as follows: (1) "Employees' Freedom of Expression: Academic Issues" (Virginia Davis Nordin); (2) "Employees' Freedom of Expression: Non-Academic Issues" (Joseph M. Wilson); (3) "Student Expression: Non-Religious Issues" (Perry A. Zirkel); (4) Student Expression: Religious Issues" (Richard Fossey); and (5) "First Amendment Freedom of Expression: Access to Schools by Outside Individuals or Groups" (Gail Sorenson). (MLF)

ED 383 054 EA 026 699

Chmelynski, Harry J.; Leovic, Kelly W.
Characteristics of School Buildings in the U.S.
PUB DATE- Sep 92
NOTE- 20p.; Paper presented at the International Symposium on Radon and Radon Reduction Technology (Minneapolis, MN, September 22-25, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Environmental Standards; *Hazardous Materials; *Physical Environment; *Radiation; *School Buildings; School Construction; School Safety; Structural Elements (Construction)

The Environmental Protection Agency's (EPA's) Radon Mitigation Branch (RMB) conducts research and development on the reduction of indoor radon levels. Finding that there was no comprehensive database on the physical characteristics of the nations's school buildings (with information specific to radon-mitigation research), the RMB conducted a study that measured radon levels in a subsample of 100 schools from the Environmental Protection Agency's (EPA's) National School Radon Survey (NSRS). The schools were visited to obtain information on building structure and age, location of utility lines, and the type of heating, ventilating, and air-conditioning (HVAC) system. Building-characteristic profile sheets for all schools were then compiled. Information from each school was entered into a database to determine the relative proportions of physical characteristics of America's school-building population. This paper describes the sample-selection process, preliminary findings from the profile sheets, and the statistical limitations of the study. The results will be used by the EPA to guide further radon-mitigation research in schools. The building characteristics will also be correlated with school radon levels to identify any relationships between the physical characteristics and radon levels. Six figures and five tables are included. (LMI)

ED 383 111 EA 026 770

Webber, Charles F.
A Profile of the School Superintendency: Issues and Perceptions.

PUB DATE- May 95
NOTE- 42p.; Based on a paper presented at the Annual Meeting of the Australian Association for Research in Education (Fremantle, Western Australia, Australia, November 21-25, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Delphi Technique; Educational Trends; Elementary Secondary Education; Foreign Countries; Prediction; *Superintendents; Trend Analysis
IDENTIFIERS- *Canada

This paper presents findings of a study that investigated the concerns of Canadian superintendents. In a three-round modified Delphi design, an inventory of educational concerns was mailed to all 105 chief superintendents in a western Canadian province. A total of 76 superintendents responded in round 1 and 87 responded in round 2. They identified 70 educational issues that concerned them. Their top priorities focused on the areas of declining financial resources and planning for the future. School violence, vandalism, and racism were among the issues that received low-priority ratings. Respondents assigned relatively low-priority ratings to teacher burnout and teacher-work overload, which indicates the potential for conflict with teachers. From these areas of concern, the following themes emerged: power and control, special interest groups, student welfare, personnel development, instruction, resource allocation, program delivery, and school security. Despite the large number of concerns facing them, the superintendents did not express feelings of hopelessness or extreme frustration. The high response rate (83 percent) may indicate that superintendents want to be involved in the professional dialogue. Two tables are included. The appendix contains a sample of the inventory. (LMI)

ED 383 131 EC 303 953

Kucera, Thomas J., Ed.
Teaching Chemistry to Students with Disabilities. Third Edition.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 93
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Access to Education; *Chemistry; Classroom Design; *Computer Assisted Instruction; *Disabilities; Educational Testing; Elementary Secondary Education; Hearing Impairments; Laboratory Safety; Learning Disabilities; Physical Disabilities; *Science Instruction; *Science Laboratories; Student Evaluation; Visual Impairments

The third edition of this guide for teaching chemistry at all levels to students with disabilities covers classroom adaptations, testing and evaluation, computers in the classroom and laboratory, laboratory design, and laboratory safety. The needs of the growing population of students with learning disabilities are addressed, along with the needs of students with hearing, visual, and mobility impairments in the classroom, in using computers, and in the laboratory. A resource section provides sources of information on the Americans with Disabilities Act, descriptions of organizations involved in the education of students with disabilities, a list of guides to colleges and universities that have services for students with disabilities, information on national organizations and hotlines listed by type of disability, and information on selected teaching and laboratory aids and computer materials for persons with disabilities. Contains 77 references. (SW)

ED 383 151 EC 303 975

Kelly, Luke E.
Adapted Physical Education National Standards.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 95
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Adapted Physical Education; *Disabilities; Elementary Secondary Education; Exercise Physiology; Knowledge Level; Motor Development; *Physical Education Teachers; Student Evaluation; Teacher Certification; *Teacher Competencies; Teacher Qualifications; Teacher Role

These national standards document basic competencies required for individuals providing adapted physical education services. They define qualifications for professionals in this field and the knowledge and skills needed by individuals preparing for the certification examination. An introduction describes the development of the standards, including findings from a survey of the current roles, responsibilities, and perceived needs of practicing adapted physical educators. Fifteen standards are then presented, delineating content that should be known by all physical educators and additional content that should be learned by adapted physical educators. In addition, examples of applications that adapted physical educators would be expected to demonstrate are provided. The 15 standards cover the following areas: human development, motor behavior, exercise science, measurement and evaluation, history and philosophy, unique attributes of learners and considerations for professional practice, curriculum theory and development, assessment, instructional design and planning, teaching, consultation and staff development, program evaluation, continuing education, ethics, and communication. Appendices include information about the National Consortium for Physical Education and Recreation for Individuals with Disabilities and a glossary. (Contains 90 references.) (SW)

ED 383 191 FL 022 989

Menn, Lise; And Others
Cognitive Factors in the Choice of Syntactic Form by Aphasic and Normal Speakers of English and Japanese: The Speaker's Impulse.
PUB DATE- 7 Jan 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Linguistic Society of America (New Orleans, LA, January, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aphasia; Cartoons; *Cognitive Processes; *Communication Disorders; Comparative Analysis; *Empathy; English; Japanese; Learning Disabilities; Pragmatics; *Syntax

This study examined the role of empathy in the choice of syntactic form and the degree of independence of pragmatic and syntactic abilities in a range of aphasic patients. Study 1 involved 9 English-speaking and 9 Japanese-speaking aphasic subjects with 10 English-speaking and 4 Japanese normal controls. Study 2 involved 14 English- and 6 Japanese-speaking aphasics and 9 English- and 1 Japanese-speaking normal controls. The task of Study 1 was to narrate cartoon sequences involving interactions between animate and inanimate entities. In Study 2, single-frame cartoons were described that systematically varied the animacy of the undergoer. Multi-frame narratives were compared across subjects on a frame-by-frame/proposition-by-proposition basis. Study 1 results indicated that causal efficacy and movement were additional factors in the choice of an inanimate as subject/topic. In Study 2, the distribution of overt empathic focus markings showed an empathy gradient for aphasics and normals alike. Findings indicated that aphasics and normals preferred to begin sentences by mentioning or referring to the empathic focus first. (Contains 18 references.) (Author)

ED 383 212 FL 023 018

Hart, Robert S.
Improved Algorithms for Identifying Spelling and Word Order Errors in Student Responses.
PUB DATE- Dec 94
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Algorithms; *Authoring Aids (Programming); Capitalization (Alphabetic); Comparative Analysis; *Computer Assisted Instruction; Diacritical Marking; *Error Analysis (Language); Grammatical Acceptability; Hypermedia; Programming; *Sentence Structure; *Spelling
IDENTIFIERS- *Word Order

The report describes improved algorithms within a computer program for identifying spelling and word order errors in student responses. A "markup analysis" compares a student's response string to an author-specified model string and generates a graphical error markup that indicates spelling, capitalization, and accent errors, extra or missing words, and out-of-order words. The algorithm determines whether the response was acceptable or not, and computes a string of graphical error marks to be displayed below the student response. Synonyms and ignorable words can be specified and spelling errors, extra words, and word order errors can be accepted at the author's discretion. Spelling analysis is done using a dynamic programming algorithm that produces a least-cost edit trace; word order analysis is implemented using recursive branch and bound search. Improvements on earlier versions of the algorithm give more intuitive markup values. The algorithm is implemented as a HyperTalk XFCN. HyperTalk scripts can provide numerous input parameters that control the details of the matching process, and the algorithm returns a variety of fit measurements that characterize the match. Non-roman linear writing scripts are supported. The report contains detailed information on use of the function and serves as a user manual. Contains two references. (Author/MSE)

ED 382 781   CE 068 835

Vocational Training in Germany: Modernisation and Responsiveness.

PUB DATE- 94
NOTE- 136p.; For related documents, see CE 068 833-836.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Articulation (Education); Building Trades; Cooperative Education; *Cooperative Programs; Developed Nations; *Educational Cooperation; *Educational History; Educational Improvement; Educational Needs; *Educational Practices; Educational Trends; *Education Work Relationship; Foreign Countries; Futures (of Society); Institutional Cooperation; Metal Working; Postsecondary Education; Secondary Education; Technical Education; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Germany

This volume presents a report on recent developments and current policy objectives in vocational education and training in Germany. The study is based on a conceptual and analytical framework jointly elaborated by the Organisation for Economic Cooperation and Development Secretariat and representatives of member countries. Part I is "The Historical Context of the Vocational Training System: Important Reforms and Debates on Vocational Training Policy since Enactment of the Vocational Training Act" (Lipsmeier). Part II, "Socio-Economic Structural Changes and Innovations in Vocational Training in Selected Economic Sectors," includes the example of the metalworking industry (Klein, Schlosser) and the example of the building trade (Johannson, Schuler). Part III, "The Responsiveness and Regulation of Training Capacity and Quality" (Koch, Reuling), reveals the importance of negotiation and cooperation between government (at federal and state levels), the social partners and research institutes in all aspects of the decision-making process from the elaboration of vocational training policy to the regulation of training capacity and quality. This complex method of cooperation, based on a historical tradition of codetermination, allowed vocational training to modernize its structures and processes to meet the challenges of the 1970s and the 1980s. The book concludes that the future of the dual system will depend on its continued attractiveness for young people and its ongoing capacity to adapt to changing conditions in the workplace. Contains 183 references. (KC)

ED 382 817 CE 068 918

Gott, Sherrie P.; And Others
Tutoring for Transfer of Technical Competence.
PUB DATE- Feb 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *Computer Simulation; *Electronics; *Experiential Learning; *Intelligent Tutoring Systems; Learning Strategies; Military Training; *Outcomes of Education; Postsecondary Education; Program Evaluation; Technical Education; *Transfer of Training
IDENTIFIERS- Air Force

A project was conducted in a military training setting to test the acceleration of the development of complex, technical problem-solving skills through intentional transfer of existing knowledge and skill to novel tasks. Sherlock 2, the model devised, consisted of high quality device models using illustrative equipment diagrams from actual electronic devices; it was used for tutoring the trainees. Coaching on how it works was presented periodically throughout the tutoring sessions. Reflective follow-up included reasoning behind the expert solution and general troubleshooting principles. Partial results of an evaluation of the intelligent tutoring system showed that the tutor's learning environment is concordant with views from the acquired skill through coached apprenticeship activities. Instructional content consists of authentic problem-solving scenarios that situate trainees in realistic contexts where they can practice and hone complex diagnostic skills. Results show that the trainees' acquired expertise is generalizable to a novel equipment system. Similar generalizability was not demonstrated by a matched control group. (Contains 29 references.) (Author/KC)

ED 382 856 CE 068 999

Krug, Patricia A.
Agricultural Education (Postsecondary): Teaching Materials, Methods and Curricula. January 1990-March 1994. Quick Bibliography Series: QB 94-03.
PUB DATE- May 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Agricultural Education; Annotated Bibliographies; *Computer Assisted Instruction; *Curriculum; Educational Change; Educational Innovation; Graduate Study; Higher Education; *Instructional Materials; Learning Activities; Program Evaluation; *Teaching Methods; *Veterinary Medicine

This bibliography is intended primarily for current awareness on the topic of postsecondary agricultural education teaching materials, methods, and curricula, and as the title of the series implies, is not an indepth exhaustive bibliography on the subject. It is derived from a computerized search of the AGRICOLA database. The search strategy used such key words as postsecondary or higher education, teaching methods, and teaching materials. Each of the 271 entries follows this format: National Agricultural Library call number; title; author; publisher or source; pagination, illustrations, and publication date; language; descriptors; and abstract. Author and subject indexes are appended. (YLB)

ED 383 015 CS 508 922

Paul, Jim; And Others
The Ethics of Strategic Ambiguity: Contrasting Teleologically and
Deontologically Based Experiences.
PUB DATE- 28 May 95
NOTE- 18p.; Paper presented at the Annual Meeting of the
International Communication Association (45th, Albuquerque, NM,
May 25-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Reports - Descriptive (Program/Project Descriptions) (141

DESCRIPTORS- *Ambiguity; Communication Research; *Ethics; Higher
Education; Organizational Climate; *Organizational Communicatio
IDENTIFIERS- *Communication Behavior; *Communication Strategies;
Rhetorical Strategies

This paper describes ethical considerations in the use of strategic ambiguity in organizational communication. Ambiguity is defined as "experienced ambiguity" and is distinct from uncertainty and equivocality which are properties of a stimulus. Strategic ambiguity is the use of "calculated ambiguity" in organizations to achieve objectives. Analysis of field data gathered in a division of a Fortune 100 company supports the proposition that teleological assumptions often underlie the use of strategic ambiguity in organizations. Classroom experience with the use of strategic ambiguity suggests that the use of strategic ambiguity in a deontological framework requires that senders' intentions, the effect of the message on receivers, and alternative communication strategies all be considered. In conclusion, strategic ambiguity is a valuable communication strategy in organizations that requires explicit consideration of ethics when used in a deontological framework. As future research on communications in organizational environments improves understanding of ambiguity, the information should be used in the classroom. (Contains 17 references.) (RS)

ED 383 074 EA 026 727

Sarason, Seymour B.
Parental Involvement and the Political Principle: Why the Existing Governance Structure of Schools Should Be Abolished.
PUB DATE- 95
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Boards of Education; *Educational Change; Elementary Secondary Education; *Governance; Higher Education; Parent Influence; *Parent Participation; *Parent School Relationship; Participative Decision Making; Politics of Education; *Power Structure

This book gives attention to governance structures and the allocation of power in school systems. It argues for radical changes, such as abolishing boards of education, that would give parents, teachers, and the community greater voice in educational policy decisions. For schools to change, not only must a new governance structure replace the old, it must also confront and answer the questions: Governance for what educational purpose? What should be the single, overarching purpose upon which all other purposes depend? The book begins with an explanation of the political principle, which holds that all people should have a voice in decisions that affect them. The most important ingredients are trust and respect among all involved parties. Recommendations are offered for a new governance structure at the local and state levels. Three foci of the book include: (1) the moral, conceptual, and practical significance of the political process; (2) a rationale for abolishing the existing governance structure of school systems; and (3) a discussion of what is the most important purpose by which schools should be judged. (LMI)

ED 383 092   EA 026 749

Fischer, Cheryl Fulton; King, Rita M.
Authentic Assessment: A Guide to Implementation. The Practicing Administrator's Leadership Series.
PUB DATE- 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Competence; *Educational Assessment; Elementary Secondary Education; Informal Assessment; Program Implementation; *Standardized Tests; Student Centered Curriculum; *Student Evaluation; Teacher Role; Testing Problems

IDENTIFIERS- *Authentic Assessment

This guidebook provides information on how to implement authentic assessment. It presents pertinent information in an easy-to-read format and is intended to be a reference for further resources. Chapter 1 defines relevant terms and compares traditional testing practices with authentic assessment. Specifically, it looks at the differences in classroom teaching, instructional practices, and supervisory practices. Chapter 2 examines specific examples of developing and implementing an authentic-assessment program, with a focus on the role of portfolios and standardized assessment practices. The teacher's role in authentic assessment is discussed in the third chapter. Ways to prepare students, inform parents, and involve them in the learning process are described in the fourth chapter. Chapter 5 examines the role of the administrator in collaboration, decision making, and professional development. Contains one table and a 20-item annotated bibliography. (LMI)

ED 383 171 FL 022 937

Lee, Lina
Learning Strategy Instructions as a Key to Success in Second Language Learning.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Classroom Communication; College Students; *Cooperative Learning; Feedback; French; Higher Education; *Interaction; *Learning Strategies; Questionnaires; *Second Language Learning; *Skill Development; Spanish; Student Attitudes; Teacher Student Relationship
IDENTIFIERS- State University of New York Coll at Plattsburgh

This article describes how second language learners become more autonomous in the language learning process, how the cooperative learning strategy helps improve the learning outcome, and how second language learners apply learning strategies to learning tasks both in the classroom and outside of the classroom. Three activities were offered: interaction among students, interaction between instructors and students, and analysis of how often the learning strategies were used. In Activity 1, a workshop was offered to students to help them become better French and Spanish learners. Students completed the Foreign Language Learning Questionnaire (FLLQ), then were divided into experienced and non-experienced groups based on these results. Using cooperative learning strategies, both groups discussed specific language skills and ideas on language learning. Tasks were offered where students could try out what had just been discussed. In Activity 2, instructors detailed mini-presentations to the students on learning strategies. In Activity 3, students completed a feedback questionnaire. Findings revealed that the instruction for second language learning strategies is an efficient means for helping college students at the beginning level. (Contains 13 references.) (NAV)

ED 382 876 CE 069 072

Cunanan, Esmeralda S.; Maddy-Bernstein, Carolyn

Individualized Career Plans: Opening Doors for All Students.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 95
NOTE- 7p.; Prepared by the Office of Student Services, National Center for Research in Vocational Education, University of Illinois site.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Career Counseling; *Career Planning; *Cooperative Planning; *Education Work Relationship; *Individualized Programs; Records (Forms); Secondary Education; *Vocational Education
IDENTIFIERS- *Individualized Career Plans

Like the individualized education program mandated for students with disabilities, an individualized career plan (ICP) can serve to guide a student's education. The ICP process can help all students plan their futures but is especially critical for students at risk of failing. ICPs have been advocated by career counselors for the past 3 decades. More recently, individualized career planning has been supported in various federal legislation including the Individuals with Disabilities Education Act and the School-to-Work Opportunities Act of 1994. An ICP must take the student's needs, goals, interests, and goals into account. ICP planning team members can adopt the National Occupational Information Coordinating Committee's integrated approach to comprehensive career guidance and counseling, which suggests the following strategies: outreach, student assessment, parental involvement, intra- and interagency collaboration, ICP implementation, and regular ICP updates. The following types of information are recommended for inclusion in a student's ICP: personal data, career and educational goals, formal and informal assessment data, high school course plan, employment history, and career development activities. (A sample ICP is included.) (MN)

ED 382 977 CS 214 859

Lauchman, Richard
Plain Style: Techniques for Simple, Concise, Emphatic Business Writing.

PUB DATE- 93
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Business Communication; Business English; Higher Education; Idioms; *Language Usage; Sentences; *Writing (Composition); *Writing Skills
IDENTIFIERS- Plain Language; Professional Concerns; *Simplification (Language); Stylistics; Technical Communication; Word Choice; *Writing Style

Noting that good writing is good business, this book offers 35 practical techniques that foster simplicity, conciseness, and emphasis. The book discusses how to: (1) write with verbs instead of nouns; (2) decide when to use active versus passive constructions; (3) recognize wordy phrases and redundant expressions; (4) distinguish the uses of "that" and "which"; (5) put modifiers in the right place; and (6) use idiomatic expressions. The first part of the book suggests ways to think about writing that can greatly simplify the way business writers choose to express an idea--many business writers with good skills tend to write strange, needlessly complicated sentences. The second part of the book presents a number of techniques that make writing concise and emphatic. (RS)

ED 382 762 CE 067 724

Roberts, Markley; Wozniak, Robert
Labor's Key Role in Workplace Training.
PUB DATE- Sep 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Career Development; *Cooperative Programs; Coordination; Educational Innovation; Employer Employee Relationship; *Job Training; *Labor Education; *Labor Force Development; Partnerships in Education; Program Development; Program Implementation; Union Members; *Unions; Vocational Education

AFL-CIO unions representing a wide range of workers in virtually every sector of the economy have teamed with employers to develop and sustain successful programs resulting in better trained, more productive workers. Joint training and education programs come in various forms and offer a wide range of services depending on the industry and worker and employer needs. The United Automobile and Aerospace Workers union has joined forces with Chrysler, Ford, and General Motors to develop programs that allow workers to upgrade skills, further their education, and seek assistance in personal and work-related matters. The most well-known programs involving the Communications Workers of America and International Brotherhood of Electrical Workers are the Alliance for Employee Growth and Development and the Enhanced Training Opportunities Program. Other joint programs include the following: Service Employees International Union's strategies aimed at expanding upward mobility opportunities; Education Fund of the American Federation of State, County, and Municipal Employees; efforts of the International Association of Machinists and Aerospace Workers ranging from full-scale high performance work organization efforts to efforts to assist displaced workers; the Institute for Career Development of the United Steelworkers of America; and programs in the maritime trades and paper industry. The Wisconsin Regional Training Partnership, a partnership among government, industry, and labor, is an attempt to establish a labor market board for Milwaukee, Wisconsin. (YLB)

ED 382 857   CE 069 002

Human Resources Competitiveness Profile.
PUB DATE- Apr 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Comparative Analysis; *Competition; Developed Nations; *Educational Status Comparison; Elementary Secondary Education; Global Approach; Higher Education; *Human Resources; *International Trade; Job Training; *Labor Force Development; Vocational Education

This report distills hundreds of indicators from both domestic and international sources to determine how the United States compares to other countries and to its own past performance in competitiveness. It attempts to establish a baseline of some key education and training indicators that, taken together, show where the nation stands and where it is going. The report looks at trends in the United States and compares them to those in other countries. In doing so, it emphasizes a lifecycle approach to human resource issues, divided into four stages: (1) family and early childhood; (2) primary and secondary school education; (3) university education; and (4) training. Highlights are as follows: the U.S. teen pregnancy rates are rising; the nation ranks at the bottom of the industrialized world in many critical infant health indicators, including infant mortality and low birthweight babies; child poverty is three times higher than in other western countries; U.S. students rank low in science and math; costs of a college degree have risen dramatically; a smaller proportion of U.S. students pursue science and engineering; and U.S. high school graduates receive a fraction of the training their counterparts receive in Germany, France, and Japan, and older workers in Japan receive 3-5 times as much training as U.S. workers. These encouraging signs are noted: the nation's high school dropout rate is declining; U.S. students are strong in reading; the U.S. population received the most schooling; and U.S. universities continue to attract foreign students. (YLB)

ED 382 897 CG 026 237

Skerker, Roni; McDonough, George
Developing the Resilient Child: A Prevention Manual for Parents, Schools, Communities and Individuals.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Education; Child Behavior; Developmental Stages; *Drug Education; *Early Intervention; Elementary Secondary Education; *Health Education; Interaction; Interpersonal Relationship; *Prevention
IDENTIFIERS- Drug Free Schools; *Preventive Education; Psychosocial Factors; *Resilience (Personality)

The purpose of this manual is to provide families, educators, community leaders, and others with current information to assist in the development of comprehensive prevention programs that provide opportunities for all children to develop into drug-free, productive adults. Part I describes the psychosocial factors that place children at risk for drug use, violence, school failure and other destructive behaviors. The manual places these factors in the context of a child's interaction with peers, family, school, and community. It describes the risk factors, as well as the protective factors in each of these interactions and how a program should address the interactions. Part II outlines the characteristics of children in different development stages and offers examples of strategies that are appropriate to each stage. Part III includes sample worksheets that are designed to facilitate a step-by-step approach to developing a comprehensive prevention education program. Part VI contains visual aids for photocopying or making into transparencies. (Contains 33 references.) (JE)

ED 383 035   EA 026 305

Russo, Charles J., Ed.
Case Citations 1994. Seventeenth Series (Violence and School Safety).
PUB DATE- 94
NOTE- 61p.; For the Sixteenth Series, see EA 026 304.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; Discipline; *Due Process; Elementary Secondary Education; Legal Responsibility; *Negligence; School Law; School Personnel; *School Safety; *Search and Seizure; *Violence

Case citations from federal and state court decisions concerning violence and school safety are organized in five major sections with brief summaries of relevant cases in subcategories followed by a table of cases cited. The major sections are as follows (1) "Assaults on School Personnel" (Michael L. Yates); (2) "The Fourth Amendment: Search and Seizure" (Stephen B. Thomas and Mary Jane K. Rapport); (3) "Negligence" (William Evans); "(4) "The Assault and Abuse of School Children" (Lyndon G. Furst); and (5) "Due Process and Student Discipline" (William Shula). (MLF)

ED 383 055 EA 026 706

Decker, Larry E.; And Others
Getting Parents Involved in Their Children's Education.
PUB DATE- 94
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Family School Relationship; Parent Attitudes; *Parent Participation; *Parent Role; *Parent School Relationship; Program Implementation; School Community Relationship

This book describes how school systems across the nation are seeking new ways to involve parents while strengthening efforts already in place. The introduction describes the need for strengthening the school's ties to the community, in light of increasing numbers of children living in conditions that predispose them to being at risk, such as poverty, drug addiction, divorce, and exposure to violence. Chapter 1 establishes that parent involvement improves student achievement. It discusses the benefits for parents, students, teachers, and administrators; the barriers to parent involvement; and school practices to encourage participation. The second chapter describes and presents examples of survey instruments that can be used to assess school-family relations. Chapter 3 presents four basic models of parent involvement and highlights three successful models implemented across the country. Types of parent-involvement programs and corresponding program designs are described in chapter 4. Guidelines for institutionalizing plans and practices through the formation of policy statements are offered in the fifth chapter. The final chapter provides strategies for involving hard-to-reach and at-risk parents. A list of professional organizations is included. (Contains 78 references.) (LMI)

ED 383 192 FL 022 991

Diaz, Ricardo; And Others
WPEL: Working Papers in Educational Linguistics, Fall 1994.
PUB DATE- 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Business Administration; *Classroom Environment; Cross Cultural Training; *Discourse Analysis; English (Second Language); Error Correction; Higher Education; Intercultural Communication; Japanese; Language Planning; *Language Research; Second Language Instruction; Second Language Learning; Speech Acts; Tutoring; Written Language
IDENTIFIERS- *University of Pennsylvania; Working Papers

This journal issue presents works in progress by students and professors on topics ranging from speech act analysis and classroom discourse to language planning and second language acquisition. Papers are generally based on research carried out for courses offered in the Language in Education Division of the Graduate School of Education at the University of Pennsylvania. This issue contains three articles: "From Interpersonal to Classroom Discourse: Developing Research Methods" (Elite Olshtain); "Error Treatment in a Japanese Language Classroom" (Aiko Inoue and Mitsuo Kubota); and "Cross-cultural Communication in the Writing Center and in the Tutoring Session: A Process of Sensitization" (Michelle Y. Szpara). The Olshtain article is a text of a talk presented at the 1994 Nessa Wolfson Memorial Colloquium. The Inoue/Kubota article examines the educational practices employed to prepare business students to operate effectively in the Japanese business world. The Szpara article explores the institutional history of serving English-as-a-Second-Language students at Penn State, surveys both tutors and students, and develops materials for use in the Penn State Writing Center. Each article contains references. (NAV)

ED 383 213 FL 023 019

McLeod, Beverly
Student Linguistic Diversity and Education Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Change Strategies; Educational Change; Elementary Education; English (Second Language); *Instructional Effectiveness; *Instructional Improvement; *Minority Groups; Program Effectiveness; Second Language Instruction; Second Language Learning; Second Languages
IDENTIFIERS- *Diversity (Student); *Language (Minorities)

This report describes results of research on the actual and potential effects of educational reform on the academic achievement of school language-minority students. It is found that recent education reform efforts complement societal sentiments favoring greater inclusion of students, but this sentiment can be translated into action only when schools organize for diversity. Educators must develop strategies and find resources to: (1) overcome poverty barriers, by making the schools critical resources for families and community; (2) include all students in educational reform efforts; (3) understand and respect cultural influences on learning; (4) help language minority students develop language skills; and (5) give all students equal access to a high quality curriculum, beginning with intensive English language instruction and bilingual or sheltered content-area instruction in all subjects. Contains a 135-item bibliography. (MSE)

ED 382 800 CE 068 878

Jones, Louise J.; Walls, John E., Jr.
The Perceptions of High School Principals toward Integrating Vocational Education into the Academic Curriculum in Mississippi.
PUB DATE- Nov 94
NOTE- 39p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; *Administrator Attitudes; Administrator Characteristics; Educational Research; High Schools; *Integrated Curriculum; *Principals; Racial Differences; Secondary School Curriculum; Sex Differences; *Vocational Education
IDENTIFIERS- Mississippi

A study determined the perceptions of 254 high school principals toward integrating vocational education into the academic curriculum in Mississippi. Responses to the Principal's Perception Survey were received from 147 principals (93% males, 75% white) for a 57.9 percent return rate. The results of the one-way analysis of variance and frequency distributions represented the principals' perceptions toward integrating vocational education into the academic curriculum. Results indicated a significant difference between perceptions toward integrating vocational education into the academic curriculum relative to gender (p   0.05) and race (p   0.05). White male high school principals' perceptions toward integrating vocational education into the academic curriculum represented a negative difference when compared to those of white female or black high school principals. No significant difference was found relative to highest degree held, salary, age, certification level, administrative experience, or type of school district. On the average, the principals believed that vocational education should be integrated into the academic curriculum, regardless of gender, race, highest degree held, salary level, total years of teaching and administrative experience, and type of school district. (Eleven data tables are provided. Contains 56 references.) (YLB)

ED 382 818 CE 068 919

Abadzi, Helen
Difficulties of Adults in the Acquisition of Reading Skills: A Review of the Evidence.
PUB DATE- 13 Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Adult Programs; *Language Fluency; Literacy Education; *Reading Ability; Reading Comprehension; *Reading Rate; *Second Language Learning

The human cognitive system may have a developmental property that makes acquisition of fluent reading skills difficult after a certain age. This problem may be seen to affect two different populations: participants in adult literacy programs who lacked access to schools as children and educated adults fluent in languages with non-Latin scripts. The former often have high dropout rates, low achievement, and frequent relapses into illiteracy. The latter report persistent problems in becoming fluent readers: slow speed, difficulty in perceiving letters in groups, dependence on sound to understand words, high error rates, tendency to forget quickly, and difficulty in reading artistic letters. Very little quantitative research has been done on adult literacy and none on this issue; the phonological problems of neoliterates and educated foreign readers are often confounded with issues of foreign language proficiency and amount of reading practice. If there is indeed such a deficiency, it may be possible to remediate it through methods that selectively create overlearning in the deficient skills, such as the Morningside method. (A guide for interviewing foreign readers is appended to the report. Contains 66 references.) (Author/KC)

ED 382 838 CE 068 975

Hayes, Elisabeth; Flannery, Daniele D.
Adult Women's Learning in Higher Education: A Critical Review of Scholarship.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Learning; Adult Students; *Andragogy; *Cognitive Style; College Students; *Females; Higher Education; Nontraditional Students; Outcomes of Education; Sexual Harassment; State of the Art Reviews; Student Characteristics; *Womens Education

An extensive search of major journals and databases raises issues and concerns about the current knowledge of women's learning. Articles and papers on adult women's learning in higher education were difficult to locate and limited in number. (Only 28 articles were identified in an ERIC search, the manual searches of journals, and the searches of three Jossey-Bass New Directions Series.) Scholarship was often based on questionable assumptions about women's learning, and age was given little attention in differentiating between adult women across the life span. The following topics were addressed: classroom behavior and preferences, women's learning styles, individual attributes and outcomes of learning, and student-advisor relationships (sexual harassment). Little attention was paid to the process of learning. Key themes that emerged included women's self-doubt, women as silent, and women as connected learners, although there was disagreement among the studies about these supposed characteristics of women. The study concluded that emerging themes about women's learning need to be supported by further research. (The report includes a bibliography listing 28 research articles related to the topic of women's learning in higher education. Contains 16 references. (Author/KC)

ED 382 877   CE 069 075

Noll, Cheryl L., Ed.; And Others
Business Education Index 1994. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals and Yearbooks Published during the Year 1994.
PUB DATE- 95
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Business Administration Education; *Business Communication; *Business Education; Business Education Teachers; *Distributive Education; Higher Education; Indexes; Information Systems; Marketing; Office Occupations Education; *Research Reports; Secondary Education; *Teacher Education

This index lists business education articles and research studies compiled from a selected list of 48 periodicals and yearbooks that were published during 1994 and that were selected because of their focus on business education or business education-related topics such as information systems (including business communications), business teacher education, and vocational education (primarily marketing education). Entries are listed under the following subject headings: accreditation, administration and supervision, basic business, business education, communications, curriculum, document design and processing, educational institutions, employment, general education, guidance and counseling, human relations, information management/processing, international business, keyboarding/typewriting, legislative issues, microcomputers, minority groups, office management, professional development, research methodology/issues, shorthand, special needs individuals in the classroom, special needs individuals in the workplace, standards, teaching, and training and development.

Entries are also listed by author. (MN)

ED 382 917 CG 026 262

Youth, AIDS, and HIV: Resources for Educators and Policymakers, 1995. Bulletin 95244. Revised.

PUB DATE- Feb 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Children; Curriculum Enrichment; Directories; Elementary Secondary Education; Health Education; Health Materials; *Instructional Materials; Prevention; Program Guides; *Resource Materials

This directory lists selected national, state, and local resources, and provides an annotated listing of various materials for AIDS education and HIV prevention. Telephone numbers and hours of operation are provided for national, state, and local resources--a brief statement of each agency's purview is also given. Annotated resources are divided into the following categories: audiovisuals; computer disks; books, journals, and reports; guides; curricula; pamphlets/brochures; magazines; and posters. The annotations feature a concise description of the material, its length (when appropriate), the targeted age group, date of publication, an address and/or phone number for acquiring the resource, and how much the resource costs. Many of the audiovisual materials are accompanied by curricular guides or instruction manuals. (RJM)

ED 382 939 CS 012 152

Coiner, John M.
Is Word Study the Best Approach to Spelling Instruction? A Study in the Effectiveness of Word Study vs. a Traditional Approach to Spelling Instruction.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 5; *Instructional Effectiveness; Intermediate Grades; Public Schools; *Spelling Instruction; Teacher Attitudes; *Word Study Skills
IDENTIFIERS- Virginia; Word Knowledge

A study investigated the source of teacher frustration concerning their students' spelling abilities and whether or not word study increases retention as opposed to a traditional approach to spelling instruction. Subjects, 16 fifth-grade students at a public school in a suburban area of central Virginia, were formed into groups based on performance on a qualitative inventory of word knowledge. Subjects were exposed to a word study approach to spelling instruction for two weeks. Posttests were administered at the end of each week of instruction, and retention tests were administered two weeks after completion of instruction. Results indicated that: (1) no significant difference between posttest scores of the group and the year-to-date average; (2) none of the instructional groups showed statistically significant increases on the posttests; and (3) one group scored significantly higher on the retention test after the word study instruction, another group's scores neared statistical significance, and the third group scored better after traditional instruction than after word study instruction. A survey (completed by 16 of the 32 teachers at the school) of the teaching staff investigated whether a correlation existed between the teachers' comfort level with word study instruction and their implementation of a word study program. Results indicated a positive correlation which did not reach statistical significance; a high percentage of teachers who did not implement basic aspects of a word study approach; and a low comfort level. (Contains 20 references and eight unnumbered figures of data.) (RS)

ED 382 958 CS 214 838

Svoboda, Frederic J.
Why Do Academics Love Mysteries, and Vice-Versa?

PUB DATE- 12 Apr 95
NOTE- 8p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Literary Criticism; Literary Genres; *Literature Appreciation; *Student Needs; Student Reaction; Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- *Detective Stories; *Mysteries (Literature); Response to Literature; University of Michigan Flint

A course on detective fiction proved to be very popular at the University of Michigan, Flint. Fifty students signed up for the class, which was supposed to be limited to 45. Surprisingly, though, only 10 of these identified themselves as readers of detective fiction; those remaining were mainly curious. The course featured a range of works beginning with the contemporary, such as Sue Grafton's "'A' Is for Alibi," Robert B. Parker's "Looking for Rachel Wallace," and Peter Weir's film "Witness," and Chester Himes's "Cotton Comes to Harlem," and moved back in time to Dorothy Sayers's "Gaudy Night" and Rex Stout's "Fer-de-Lance." What was it exactly that appealed to students during the semester? They liked the character of Kinsey Millhone for her humanity and the character of Spenser for his toughness and sensitivity. Not surprisingly they were enthusiastic about "Witness." On the other hand, "Cotton Comes to Harlem" was a stumper for them, as was "Gaudy Night"--the British setting was difficult to relate to. The instructor of the course learned several things: (1) that students shared his concerns as an academic reader--the philosophy of the genre was interesting to them once it was embodied in a hero or heroine; (2) that students shared his love of mysteries for their ability to transport them to other times and places; and (3) that they did not always believe the instructor's explorations of the conventions of mysteries to be the most exciting elements of the reading experience. (Contains course syllabus.) (TB)

ED 382 997 CS 214 884

Krebs, Cynthia; Nichols, Chloe
Sonnets, High Tech, Haiku: Teaching Poetry in the CAI Classroom.
PUB DATE- May 94
NOTE- 20p.; Paper presented at the Annual National Institute for Staff and Organizational Development International Conference on Teaching Excellence (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- *Audiovisual Aids; *Computer Assisted Instruction; *Computer Graphics; Haiku; Higher Education; Media Adaptation; *Poetry; Slides; Sonnets
IDENTIFIERS- Utah Valley State College

This report emphasizes the techniques required today for effective slide construction and contains suggestions about the nuts and bolts of slide preparation. Two instructors developed a presentation at Utah Valley State College to enhance their teaching of the sonnet and the Japanese haiku. Their premise: since poetry is a highly visual art form, particularly, the English sonnet and the Japanese Haiku, then an intense visual presentation might go a long way toward doing them justice. Their presentation involved computer-stored slides and other graphics. The program used was Presentation 2.0. Technical equipment was minimal: they needed only a good LCD projector, a high intensity overhead projector, and a 386 or better laptop computer with Presentation 2.0 installed. It should be remembered that a slide show is more than a simple transfer of information via a parade of colorful slides with effective text and appropriate graphics. Elements of art and music, as well as reader participation, can and should be incorporated. A few hints about the technical end of things would include the following: (1) save, save, save files; (2) use a high-powered computer for faster creation; (3) keep extensive notes on elements within a slide; (4) a program of about 10 slides is best; (5) a preoccupation with an uninterrupted flow of technology is usually the mark of an inexperienced presenter; and (6) when working with scanned color photographs, it is important to keep the amount of memory required as low as possible. The actual show was produced in three interlinked segments, involving slides, graphics and music. The combination of several technical and creative features made this presentation a success. One instructor's artistic talent, her knowledge of psychological and visual factors in presentation art, the musical syncopation of varieties of sound clips, the variety of ways in which one slide can be superimposed on another--all made the presentation a success and a pleasure to give. (TB)

ED 383 016 CS 508 924

Morlan, Don B.

The Three Stooges in "Academe": A Summary/Review of Recent Research.

PUB DATE- 13 Apr 95
NOTE- 12p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comedy; *Film Study; Higher Education; Humor; *Mass Media; North American Culture; *Popular Culture; Satire; *Scholarship
IDENTIFIERS- Interest Groups; *Popular Culture Association; Research Synthesis; Slapstick Comedy; *Three Stooges

This paper traces the interest by academic popular culture scholars in the films of the American slapstick comedy group of the 1930s and 1940s, "The Three Stooges." Noting that between 1990 and 1995 at least 17 scholarly articles have been presented at various popular culture association meetings, the paper touches upon the universal and particular themes that "Stooge scholars" have discussed in their works--especially those focusing on the Stooges' debt to Italian "Commedia dell' Arte" and to the satirical genre, as well as discussions of the Stooges contribution to World War II propaganda films. The paper cites as areas of major academic research on "The Three Stooges": (1) philosophical approaches to the Stooges; (2) analyses of the Stooges' contributions to film propaganda; (3) examination of the roles of Blacks and women in Stooge comedies; and (4) study of the Stooges' role in providing a morale booster for Americans during the "Great Depression." The paper also cites other miscellaneous studies of "The Three Stooges" and calls for suggestions to expand the interest area within the Popular Culture Association. (NKA)

ED 383 075 EA 026 728

Mohrman, Susan Albers, Ed.; And Others
School-Based Management: Organizing for High Performance.
PUB DATE- 94
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decentralization; Educational Change; Effective Schools Research; Elementary Secondary Education; Governance; *Organizational Change; *Organizational Effectiveness; Organizational Theories; *Participative Decision Making; Performance; Productivity; *School Based Management; School Effectiveness; Teacher Influence

School-based management (SBM) has gained popularity as a method for local school participants to improve their schools. As yet, however, there is little empirical evidence supporting a link between SBM and improved school performance. This book examines the SBM strategies that hold the most promise for increasing organizational effectiveness through the lens of an organizational model originally used in the private sector. The "high-involvement" model (Lawler, 1986) has been used successfully to help members of organizations become involved in improving organizational performance. The model is used to view SBM not as a simple transfer of power, but as a change in organizational design. Following the foreword by Allan Odden and Chapter 1, the introduction by the editors, Susan Albers Mohrman and Priscilla Wohlstetter, Part 1 contains six chapters that examine the relationship between SBM and high performance: (1) "High-Involvement Management in the Private Sector" (Susan Albers Mohrman); (2) "School-Based Management: An Overview" (Rodney T. Ogawa and Paula A. White); (3) "Models of High-Performance Schools" (Priscilla Wohlstetter and Roxane Smyer); (4) "The Role of Teachers in School Reform" (Susan Moore Johnson and Kathrine C. Boles); (5) "Education by Charter" (Priscilla Wohlstetter); and (6) "Establishing the Conditions for High Performance" (Priscilla Wohlstetter and Susan Albers Mohrman). The four chapters in part 2 address the change process required for creating high performance: (1) "Making the Transition to High-Performance Management" (Susan Albers Mohrman); (2) "Change in Schools: Lessons from the Literature" (David D. Marsh); (3) "Understanding and Managing the Change Process" (Susan Albers Mohrman and Priscilla Wohlstetter); and (4) "Conclusion: New Directions for School-Based Management" (Patricia Wohlstetter and Susan Albers Mohrman). The final chapter focuses on some new directions that may enhance the impact of SBM--broadening the domain of decision making, expanding the improvement approaches that are used, clarifying the scope of authority at different levels, and delineating the role of management. (LMI)

ED 383 093 EA 026 750

Farmer, Richard F.; And Others
The Middle School Principal. The Practicing Administrator's Leadership Series.
PUB DATE- 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Curriculum Development; Instructional Leadership; Intermediate Grades; Junior High Schools; Leadership; *Middle Schools; *Organizational Climate; *Principals; *School Community Relationship; School Organization; *Teacher Administrator Relationship

This handbook describes skills and competencies that are consistent with the most generally accepted middle school philosophies. These include the philosophy that middle schools should be student-centered, should ease the transition to high school, emphasize an integrated curriculum, and implement instruction that emphasizes active learning. Chapter 1 addresses the organization and structure of the middle school, which has evolved in recent years. Chapter 2 examines management and leadershp as applied to middle-school administration. Discussed are the definitions of the two competencies and the implications for the school principal. The third chapter provides historical and philosophical bases for curricula in the middle school and describes what is essential to a true middle-level school in terms of curriculum and instruction. The administrator-teacher relationship is discussed in the fourth chapter, with suggestions for the development of teams, teacher involvement, and supervision as it relates to the middle school. Chapter 5 addresses the importance of school-community relations and its impact on the operation of the middle school. Contains a 22-item bibliography. (LMI)

ED 383 112 EA 026 771

Webber, Charles F.
Discussions of Educational Change in Canada and the United States.
PUB DATE- 19 May 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; Comparative Analysis; *Cultural Exchange; *Educational Change; *Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Meetings; National Organizations; Professional Associations
IDENTIFIERS- *Alberta

This paper summarizes the collective views of American and Canadian educators who discussed educational differences and similarities between the two countries at a cross-cultural conference. In October 1994, 26 members of the Association for Supervision and Curriculum Development (ASCD) met in Calgary with 150 educators from across Alberta (Canada). Participants agreed upon the similarity of educational reforms under way in Canada, the United States, and abroad--particularly, the trends toward downsizing; simultaneous centralization and local decision making; growing tensions among government, business, school, and university communities; an increased emphasis on accountability; a devaluation of education as a societal investment; and a rapid pace of change that precludes widespread involvement in decision-making. Other similarities included the influence of business, the move toward a market model, changes in classroom practice, and cuts in university budgets and increases in college tuition fees. It was noted, however, that Canada had different teacher-certification and administrator-selection practices, less student diversity, less public controversy about educational change, and a high level of teacher professionalism. Both American and Canadian educators agreed on the importance of attempting to act as a positive and reasoned influence on educational practice. (LMI)

ED 383 132 EC 303 955

Scruggs, Thomas E., Ed.; Mastropieri, Margo A., Ed.
Advances in Learning and Behavioral Disabilities. Volume 9.
PUB DATE- 95
NOTE- 302p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Attention Deficit Disorders; *Behavior Disorders; Computer Assisted Instruction; Dictation; Educational Research; Elementary Secondary Education; Evaluation Methods; Hyperactivity; Interpersonal Competence; Labeling (of Persons); Language Impairments; *Learning Disabilities; Learning Strategies; *Literacy Education; Qualitative Research; Reading Comprehension; *Reading Difficulties; Self Concept; Self Evaluation (Individuals); Self Management; Student Evaluation; Theories; Validity; Writing (Composition); *Writing Difficulties

Advances in learning and behavioral disabilities are considered in this 10-chapter volume. Contents include: "Developmental Language Disorders and Attention Deficit Hyperactivity Disorder" (Cynthia A. Riccio and George W. Hynd); "Self-Regulated Strategy Development: A Theoretical and Practical Perspective" (Lisa P. Case et al.); "Mapping the Cutting-Edge in Primary-Level Literacy Instruction for Weak and At-Risk Readers" (Michael Pressley et al.); "Knowledge about Reading and Self-Evaluation in Reading Disabled Children" (Francesca Pazzaglia et al.); "Social Skill Deficits and Training: A Meta-Analysis of the Research in Learning Disabilities" (Kenneth A. Kavale and Steven R. Forness); "Computer-Assisted Instruction and Students with Learning Disabilities: Does Research Support the Rhetoric?" (Rwey-Lin Shiah et al.); "The Self-Concept of Adolescents with Learning Disabilities: A Review of the Literature and a Call for Theoretical Elaboration" (Jean C. McPhail and C. Addison Stone); "Dictation: Applications to Writing for Students with Learning Disabilities" (Susan De La Paz and Steve Graham); "Qualitative Research Methodology in the Study of Learning and Behavioral Disorders: An Analysis of Recent Research" (Thomas E. Scruggs and Margo A. Mastropieri); and "Treatment Validity: A Neglected Component of Special Education Classification" (Russell J. Skiba et al.). Individual chapters contain references. (SW)

ED 383 152 EC 303 976

Schelly, Cathy; And Others
Vocational Support Strategies for Students with Emotional Disorders. ERIC Digest E534.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Emotional Disturbances; *Employment Potential; High Schools; Job Application; *Job Performance; Labor Turnover; Supported Employment; Vocational Adjustment; *Vocational Education; Vocational Evaluation; Work Attitudes
IDENTIFIERS- ERIC Digests

This digest describes support strategies for overcoming obstacles to finding and maintaining employment for students with emotional disorders. These youths may avoid risk-taking situations and often have difficulty with verbal and nonverbal communication, such as struggling to make telephone calls to employers and exhibiting limited communication skills and eye contact. Obstacles to holding a job include difficulty following instructions and staying on task, inability to accept feedback, acting before thinking, and general lack of socially acceptable work behaviors. Support strategies include functional community-referenced assessment, modified supported employment, career skills preparation, problem-solving implementation, allowing natural consequences to occur, and action planning. A list of five organizational resources, and five electronic resources concludes the digest. Contains six references. (SW)

ED 383 172   FL 022 938

Witt, Donald E.

Role-Playing Strategies for Instruction and Assessment.

PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Class Activities; Cooperative Learning; Evaluation Methods; High Schools; *Role Playing; *Second Language Instruction; *Skill Development; *Student Evaluation; Teaching Methods; Vocabulary Development

This article describes one teacher's methods of role-playing for helping students in the foreign language classroom advance to higher level skills. Role-playing is a closed book, cooperative learning technique in which the student has an opportunity to use the language in a non-threatening, spontaneous response environment. Role-playing is an advantage for the instructor as well as it offers a way to check unofficially on student pronunciation and learning, encourages cultural awareness, and practices comprehension as well as communication production. This teacher's particular method teaches theory and vocabulary throughout most of the school year, reserving the last few months for role-playing, mini-conversational practice. All students must participate in the role-playing activity. Four types of role-playing activities are used: basic, expanded, teacher-generated, and student-generated. It is suggested that assessment of the student's role-playing not be by the alphabet grading method, but rather by a 4-part method that includes teacher observation, a system of checks, a 1-5 number rating system, or part of a portfolio assessment package. Students have found this method enjoyable and profitable. (NAV)

ED 382 782 CE 068 836

Vocational Training in the Netherlands: Reform and Innovation.

PUB DATE- 94
NOTE- 223p.; For related documents, see CE 068 833-835.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Case Studies; Computer Assisted Manufacturing; Developed Nations; Educational Improvement; Educational Needs; *Educational Practices; Educational Trends; *Education Work Relationship; Foreign Countries; Futures (of Society); *Institutional Cooperation; Postsecondary Education; Printing; *School Business Relationship; Secondary Education; Skilled Occupations; Technical Education; Tourism; *Vocational Education
IDENTIFIERS- *Netherlands

This volume presents a report on recent developments and current policy objectives in vocational education and training in the Netherlands. The study is based on a conceptual and analytical framework jointly elaborated by the Organisation for Economic Cooperation and Development Secretariat and representatives of member countries. Organized in two parts, the first part of the report focuses on the following themes: the organizational conditions for shared responsibility and cooperation of government and industry in developing open and effective pathways for education and training; the successful expansion of high-quality vocational-technical education and training at the postcompulsory stage and in higher education; the consolidation of vocational education and training institutions, and the importance of organized industry involvement at the level of sectors and branches of economic activity. Following a general overview of these themes, the second part of the report describes developments in four areas of economic activity that have affected the needs and demands for knowledge and skills: tourism, the printing industry, installation technology, and computer numerical control (CNC) machining and flexible production automation. These sectoral case studies reveal that shifts in vocational education and training run parallel to changes in industry structures. The national and sectoral qualification structure presently in elaboration will reinforce the integration of school- and firm-based pathways, and thereby better harmonize training with industry needs. Contains 61 references. (KC)

ED 382 978 CS 214 860

Clark, Thomas, Ed.; And Others
The Writer's Digest Guide to Good Writing.
PUB DATE- 94
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Characterization; Higher Education; Nonfiction; Novels; Poetry; Popular Culture; Publishing Industry; Short Stories; *Writing for Publication; *Writing Improvement; Writing Instruction; *Writing Processes; *Writing Skills
IDENTIFIERS- *Authorship; *Professional Writing

Marking "Writer's Digest"'s upcoming 75th anniversary, this boo presents a collection of the best writing instruction, advice, and inspiration written by famous and not-so-famous writers and published in the magazine from the 1920s to the 1990s. The 49 selections in the book are arranged chronologically and address: (1) selecting an applying viewpoint; (2) creating dramatic plots; (3) handling poetic details; (4) drawing realistic characters; (5) crafting compelling nonfiction; (6) conceiving attention-holding dialogue; and (7) mastering the ingredients of most popular fiction genres. Selections in the book include: "Why I Rejected Ten Thousand Manuscripts" (W. Adolphe Roberts); "Poetry and Verse: A Distinction" (Thomas Kennedy); "Three Secrets of Successful Fiction Writing" (J. Everet Courtney); "How to Write Mystery Stories" (S. S. Van Dine); "Write with Simplicity" (Albert Payson Terhune); "Within Quotes" (Erle Stanley Gardner); "Accent on the Unusual" (Irving Wallace); "Down with Modesty" (Phyllis A. Whitney); "Plots the Triple-O Way" (John Nanovic); "Write It Simply" (Eugene M. Fisher); "How To Become a Character" (Louis L'Amour); "How To Plot a Novel" (Patricia McGerr); "How To Break Up a Conversation" (Allis McKay); "An Article Is Like a Sideshow" (Helen Doss); "What Way I Write!" (Allen Ginsberg); "The Short Story from a Purely Impersonal View" (Hallie Burnett); "The Importance of Plot in the Novel" (Taylor Caldwell); "Keep It Brief and Blend It In" (Don James); "Sensory Details in Your Writing" (Carl E. Johnson); "Ten Rules for Suspense Fiction" (Brian Garfield); "The Horror Market and the Ten Bears" (Stephen King); "The Poetry of Concrete" (Judson Jerome); "The Seven Beacons of Excellent Writing" (Gary Provost); "Your Future as a Writer" (Isaac Asimov); "How To Write Blockbuster Novels (Evan Marshall); "Eight Ingredients of Powerful Nonfiction" (Linton Weeks); "The Big Finish" (Don McKinney); and "Truth and the Writer (Young and Old)" (Harlan Ellison). (RS)

ED 383 036 EA 026 311

Thomas, Stepehen B., Ed.
The Yearbook of Education Law 1994.

PUB DATE- 94
NOTE- 342p.; For previous edition, see ED 362 954.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090),Collected Works - General (020)
DESCRIPTORS- Athletics; Collective Bargaining; *Court Litigation; *Disabilities; Educational Finance; Elementary Secondary Education; Federal Courts; *Federal Regulation; Higher Education; *Legal Problems; *Legal Responsibility; Private Schools; Public Schools; *School Law; School Personnel; State Courts; Student Rights; Student School Relationship; Torts; Yearbooks
IDENTIFIERS- Legal Research; Supreme Court

Judicial decisions affecting educational policy and management that were handed down in 1993 by state and federal courts are summarized and analyzed in this book. The analyses are divided into nine topical chapters: (1) "Employees" (Ralph D. Mawdsley); (2) "Bargaining" (Charles J. Russo); (3) "Pupils" (Henry S. Lufler, Jr.); (4) "Individuals with Disabilities" (Allan G. Osborne, Jr.); (5) "Torts" (William J. Evans, Jr.); (6) "Sports" (Linda A. Sharp); (7) "Higher Education" (Robert M. Hendrickson); (8) "Education Related" (Mary Jane Rapport and Stephen B. Thomas); and (9) "Federal and State Legislation" (Dixie Snow Huefner). The book includes a 14-page alphabetical index of cases cited in the text as well as a 6-page subject index. (MLF)

ED 382 763 CE 067 856

Jurmo, Paul; Folinsbee, Sue

Collaborative Evaluation: A Handbook for Workplace Development Planners.

SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Ministry of Citizenship, Toronto.; Ontario Training and Adjustment Board, Toronto.
PUB DATE- 94

NOTE- 77p.; For a related document, see CE 067 857.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Programs; Coordination; *Evaluation Methods; Foreign Countries; *Labor Force Development; Organizational Change; *Organizational Development; Participative Decision Making; *Program Evaluation
IDENTIFIERS- Canada; *Workplace Literacy

This handbook leads the reader through planning and conducting the collaborative evaluation of a workplace development initiative. A glossary is followed by an introduction that addresses the rationale for collaborative evaluation, values and characteristics, using the handbook in one's own situation, and optimum conditions for collaborative evaluation. The handbook is divided into sections addressing the four phases of collaborative evaluation. Each phase consists of two to seven steps. Phase 1 covers preparing to facilitate and organizing the committee. Steps 1 and 2 are to do one's homework and organize the evaluation committee. Phase 2 on planning the evaluation consists of seven steps: clarify members' expectations, clarify goals, identify audiences, plan for monitoring, design monitoring activities, test monitoring activities, and finalize evaluation schedule. Phase 3 is related to gathering, organizing, interpreting, and reporting a first round of information. The four steps are as follows: gather and organize the information, interpret the information, plan and make one's presentation, and report one's findings. Phase 4 is to decide what happens next. The final two steps are to take follow-up action and evaluate type of evaluation. Each step discusses what the reader should do and provides activities. An annotated select bibliography contains 36 entries in two categories: trends and issues as well as evaluation and needs assessment. (YLB)

ED 382 858 CE 069 003

Empowering America's Families. Documenting the Success of Vocational Equity Programs for Women and Girls.

PUB DATE- Mar 95
NOTE- 42p.; Prepared by the Vocational Education Task Force.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Displaced Homemakers; Economically Disadvantaged; Employment Programs; *Federal Aid; Federal Legislation; Followup Studies; *Job Training; National Surveys; Postsecondary Education; Program Effectiveness; Secondary Education; *Sex Fairness; *Vocational Education; Welfare Recipients; *Womens Education

IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

A study examined the use of, and the need for, the Carl D. Perkins Vocational and Applied Technology Education Act funding reserves for sex equity programs and programs for displaced homemakers, single parents, and single pregnant women. Of 34 local program operators interviewed, 17 received sex equity grants, and 22 received displaced homemaker, single parent, or single pregnant women grants. Nine states provided comprehensive enrollment and outcome data: Arizona, Florida, Georgia, Idaho, Maine, Oregon, Pennsylvania, Tennessee, and Wisconsin. In Oregon, employment and wages steadily rose each year following participation in a displaced homemaker/single parent program. In Florida, 71 percent of participants were employed and doubled their incomes at the time of enrollment. An Arizona follow-up survey revealed an increase in median hourly wage and median hours worked. Following completion of Georgia's "New Connections" displaced homemaker/single parent programs, average salary was over $7,000 more than the average placement salary for Georgia high school graduates. In Maine, 59 percent reported being employed in a 6-month follow-up survey. Pennsylvania calculated savings of $1,966,524 that accrue to the state from displaced homemaker/single parent programs due solely to reductions in public assistance. Family empowerment programs were recommended as a continued focus of federal vocational education and job training initiatives. (Demographics of program participants and excerpts from the Perkins Act are appended.) (YLB)

ED 382 898 CG 026 238

Lamanna, John J.

The Effects of Therapeutic Crisis Intervention Training on Perceived Job Stress and Efficacy.

SPONS. AGENCY- American Association for Counseling and Human Development Foundation, Alexandria, VA.
PUB DATE- 92
NOTE- 21p.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Burnout; *Competence; Counselors; *Counselor Training; Crisis Intervention; Emotional Disturbances; *Mental Health; *Resident Advisers; Residential Care; Residential Programs; Social Work; *Stress Management; Stress Variables
IDENTIFIERS- Therapeutic Crisis Intervention Training; *Training Effectiveness

The emotionally disturbed adolescent in residential placement is one of the most challenging situations for mental health professionals. The youth care worker with this population often demonstrates symptoms of "burnout." This study examined the effects of a specific training program, Therapeutic Crisis Intervention for Youth Care Worker, on the perceived competence and job stress reported by residential counselors working with seriously emotionally disturbed adolescents in residential settings. Analysis indicated that the training had no statistically significant effect on the participant's sense of job competence or stress. However, the study did find that the younger residential counselors receiving follow-up training reported a higher level of competence in support skills. In addition, a reported sense of depersonalization decreased in the groups receiving training. Most significant was the participants' overall positive response to the skills acquired through the training. (Contains 13 references and 2 tables.) (JE)

ED 382 918 CG 026 263

Preventing Tobacco Use among Young People: A Report of the Surgeon General.

PUB DATE- Jul 94
NOTE- 322p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Children; Elementary Secondary Education; Health; Health Materials; Health Promotion; *Prevention; *Smoking; Student Behavior; Substance Abuse; *Tobacco; Youth Problems

This report on smoking and health, the twenty-third in a series that was begun in 1964, is the first in this series to focus on young people. It underscores the seriousness of tobacco use and its relationship to other adolescent problem behaviors. Examined here are the past few decades' scientific literature on the factors that influence the onset of use among young people and on strategies to prevent this onset. To better understand adolescent tobacco use, this report draws not only on medical and epidemiologic research, but also on behavioral and social investigations. The report is divided into six chapters. Chapter 1 provides a general summary, while chapter 2 concentrates on the health consequences of tobacco use by young people ages 10 through 18. Chapter 3 examines the epidemiologic patterns of tobacco use among the young; chapter 4 considers psychosocial risk factors, and chapter 5 analyzes the influence of tobacco advertising and promotion. The final chapter assesses what has been done--from the individual to the legislative level--to prevent tobacco use among young people. The report's major conclusions include evidence of nearly all first use of tobacco occurring before high school graduation and data on nicotine addiction in adolescents. (Contains a glossary, an index, and approximately 400 references.) (RJM)

ED 383 056   EA 026 707

School Facilities: America's Schools Not Designed or Equipped for 21st Century. Report to Congressional Requesters.
PUB DATE- Apr 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Design; Computer Assisted Instruction; Design Requirements; Educational Environment; Educational Equipment; *Educational Facilities; *Educational Facilities Design; *Educational Facilities Improvement; *Educational Media; Educational Resources; *Educational Technology; Elementary Secondary Education; Facility Inventory; Facility Requirements; Information Technology

This document presents findings of a General Accounting Office study that examined the extent to which America's schools have the physical capacity to support learning into the 21st century. Specifically, it looked at facilities requirements, environmental conditions, educational technologies, and facility infrastructure. Data were collected through a survey of a nationally representative sample of about 10,000 schools and site visits to 10 selected school districts. The survey response rate was 78 percent. Findings indicate that although most schools met many key facilities requirements and environmental conditions for education reform and improvement, most were unprepared in critical areas for the 21st century. Most schools did not fully use modern technology and lacked access to the information superhighway. Forty percent of the schools reported that their facilities could not meet the functional requirements of laboratory science or large-group instruction. Over half reported unsatisfactory flexibility of instructional space necessary to implement many effective teaching strategies. Overall, schools in central cities and schools with minority populations above 50 percent were more likely to fall short of adequate technology elements and have a greater number of unsatisfactory environmental conditions than other schools. Older schools need infrastructure renovation to support technology, which includes fundamental changes to building structure, wiring and electrical capacity, air conditioning and ventilation, and security. Three figures, three tables, and photographs of school conditions are included. Appendices contain a list of project advisors; survey data; data on the schools' technology elements, facilities requirements, and environmental needs; and a technical appendix. (LMI)

ED 383 193   FL 022 992

Rasanen, Anne, Ed.; Marsh, David, Ed.
Content Instruction through a Foreign Language. A Report on the 1992-1993 TCE Programme. Research and Fieldwork No. 18.
PUB DATE- 94
NOTE- 124p.; For selected individual articles, see FL 022 993-998.
LANGUAGE- English; Finnish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - General (020)
DESCRIPTORS- *Action Research; *Bilingual Education; Course Content; Curriculum Development; English (Second Language); Foreign Countries; *Inservice Teacher Education; *Language Proficiency; Program Implementation; Second Language Instruction; Teacher Role; *Teaching Methods
IDENTIFIERS- *Content Area Teaching; Finland

This volume of articles is a report from the national teacher in-service development program in teaching content through a foreign language at the Continuing Education Centre of the University of Jyvaskyla, Finland. This publication is mainly in English, because of the basic rationale of the Teaching Content through English (TCE) programme, and because dissemination of information on this approach is not only for educators and administrators in Finland, but also for those in other European countries, where bilingual education and its development continue to be of increasing interest. Articles in this volume include the following: "Language Learning and Bilingual Education: Theoretical Considerations and Practical Experiences" (Anne Rasanen); "Framework and Implementation of the Jyvaskyla TCE/TCFL Programmes" (David Marsh and Anne Rasanen); "The TCFL Network" (David Marsh); "Diploma of Proficiency in Teaching in English" (Sauli Takala); "Action Research in the Classroom" (Sauli Takala); "Teaching Content through a Foreign Language Is a Matter of School Development" (Viljo Kohonen); "Developing Language Teaching in Finland: Where Does Content-Based Language Teaching Fit?" (Sauli Takala). A final section, in Finnish, provides experience reports from the field. Teaching content through a foreign language is discussed for the elementary through college level. Also, in-service development programs in areas such as hotel-restaurant, domestic, and health care are discussed. (CK)

ED 383 214 FL 023 027

Bougaieff, Andre
Le francais assiste par ordinateur des colleges et des universities du Canada (French CALL in Canadian Colleges and Universities).
PUB DATE- Sep 94
NOTE- 160p.
LANGUAGE- French
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Classroom Techniques; College Faculty; Colleges; *College Second Language Programs; *Computer Assisted Instruction; Computers; Directories; Foreign Countries; *French; Higher Education; *Language Teachers; National Surveys; *Native Language Instruction; Second Language Instruction; *Second Languages; Teaching Methods; Universities
IDENTIFIERS- *Canada

This directory presents the results of a national survey of Canadian colleges and universities concerning faculty's use of computer-assisted French language instruction. The listings, arranged alphabetically by province or territory, and within these by institution, contain the responding faculty member's name, address, e-mail address, fax and telephone numbers, software developer or user, software type, linguistic content, language emphasis (French as a second or native language), instructional level, hardware and peripherals used, and comments. Listings are largely in French, occasionally in English. Appended materials include a faculty name index, lists of organizations and sources, the questionnaire (in both French and English), and an explanation of terminology. (MSE)

ED 382 801 CE 068 880

Owens, Thomas R.
The Boeing Company's Manufacturing Technology Student Internship.
Evaluation Report.
PUB DATE- Mar 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Exploration; High Schools; *Internship Programs; *Manufacturing; *Program Effectiveness; Program Evaluation; Student Experience; *Summer Programs; Technology Education; Two Year Colleges
IDENTIFIERS- Boeing Company

The Boeing Company contracted with the Northwest Regional Educational Laboratory to evaluate its student internship program, part of a "school-to-work" effort modeled after the nationally recognized Tech Prep initiative. The company's involvement in the Tech Prep Program has been implemented in three phases: (1) the initial phase helped build the applied academic foundation in Washington State's secondary school systems; (2) the second phase promoted the development of a statewide manufacturing technology degree program and provided a work-based student internship program. The third phase involves a consortium with Boeing and other manufacturing companies and educators to develop manufacturing competencies and curriculum modules based on the needs of industry and to involve other companies in Washington in expanding work-based learning opportunities for young people. This program for students enrolled in a manufacturing technology program provided three progressive sessions offered in the summers of the 11th, 12th, and 13th grades. Its goal was to introduce students to career opportunities in manufacturing technology, teach basic manufacturing skills, develop workplace basics skills, help students plan for their future, and assist in high school dropout prevention. The purposes for this evaluation are to: (1) describe the operations and outcomes of the student internship; (2) provide information for continuous quality improvement of the internship; (3) document the impact of the internship on students and others; and (4) identify promising practices related to the internship that could be adapted by others in business and industry. Evaluation methods included the following: review of documents describing the internship structure, student selection process, and curriculum; interviews with interns and a sample of alternates; written surveys of 1993 (n=23 pre, 19 post) and 1994 (n=85) interns before and after summer internships; and follow-up study of work and educational experiences since high school graduation. Findings from written pre- and postinternship surveys and personal interviews indicated that the Boeing internship had the following effects: increased student understanding of manufacturing, influenced several potential dropouts to stay in school, enhanced or confirmed students' career plans, motivated students to go on to postsecondary education, and improved their workplace and employability skills. (Appendixes include survey instruments with responses and interview questions.) (YLB)

ED 382 819 CE 068 920

Handel, Ruth D.
Family Literacy and Women's Lives.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Economically Disadvantaged; *Family Programs; *Literacy Education; *Mothers; Outcomes of Education; *Parent Education; Participant Satisfaction; Primary Education; Program Effectiveness; *Reading Instruction; Womens Education
IDENTIFIERS- *Family Literacy

A study investigated the meaning to participating mothers of their involvement in a family literacy program, the Family Reading Program, based in an elementary school in a low-income urban neighborhood. The Family Reading Program is a workshop series for adult family members. In the program, the adults read interesting children's books and learn generic reading, thinking, and discussion strategies, then borrow books from the program to read to their children. The program is targeted to parents of K-3 children. Data for the study were gathered through structured interviews of 50-70 minutes with 7 women engaged in the program. The study found that the mothers attended the program both to learn how to help their children and for the learning experience with other women and the interaction with the teacher. All participants reported learning about books and reading strategies and translating their knowledge into new behaviors with their children. All reported reading the program books to their children. Some parents were stimulated to pick up new reading material for themselves; some reported that they had improved their reading skills. All enjoyed the social aspects of the program. The study concluded that involving women in their children's education was a natural and productive way to foster literacy in their children as well as enhance the mothers' knowledge and skills. (Contains 15 references.) (KC)

ED 382 839 CE 068 978

Grubb, W. Norton
The Returns to Education and Training in the Sub-Baccalaureate Labor Market: Evidence from the Survey of Income and Program Participation 1984-1990.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 95
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; Community Colleges; Comparative Analysis; *Educational Attainment; Educational Certificates; *Educational Status Comparison; *Employment Patterns; National Surveys; *Outcomes of Education; *Salary Wage Differentials; Tables (Data); Technical Institutes; *Two Year Colleges; *Vocational Education
IDENTIFIERS- Survey of Income and Program Participation

The Survey of Income and Program Participation (SIPP) was used to compare estimates of the benefits of education among different levels of education and thereby identify the returns to education and training in the subbaccalaureate labor market. The study data consisted of information on the educational attainment and income of 14,537 (7,981 males, 6,556 females), 10,384 (5,452 males; 4,952 females); and 20,539 (10,600 males; 9,939 females) SIPP respondents (aged 25-64 years) for calendar years 1984, 1987, and 1990, respectively. Estimating equations describing respondents' earnings as a function of education and other conventional independent variables were constructed, and the results were analyzed. Both certificates and associate degrees were found to increase the earnings of those who received them, albeit not by as much as a baccalaureate degree does. Some kinds of postsecondary education provided no economic advantage at all, and completion of a certificate proved more beneficial than completion of years of college without a credential. As is the case for baccalaureate degrees, the benefits of subbaccalaureate credentials varied substantially by field of study and the effects of having a job related to one's field of study proved substantial. (Sixteen tables are included. Information about the samples and selected independent variables and a field of study-occupation matching algorithm are appended. Contains 44 references. (MN)

ED 382 878 CE 069 076

Halperin, Samuel
School-to-Work: A Larger Vision.
PUB DATE- 4 Nov 94
NOTE- 27p.; Paper presented at the Statewide School-to-Work Conference (Newport, RI, November 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Exploration; Comparative Analysis; *Educational Legislation; Educational Objectives; Educational Policy; *Education Work Relationship; *Federal Legislation; High Schools; *Noncollege Bound Students; *Program Implementation; Public Policy; *Transitional Programs; Vocational Education
IDENTIFIERS- *School to Work Opportunities Act 1994

The School to Work Opportunities Act of 1994 (STWOA) qualifies as "historic" legislation for several reasons. STWOA is the first federal education legislation to declare that preparation for earning a living is a legitimate and important role of schooling for all students and the first education legislation to affirm that learning takes place in families, communities, schools, and workplaces rather than just in schools. Unlike previous federal legislation, STWOA does not largely bypass high schools or noncollege-bound students. Another innovation of STWOA is that instead of providing annual funding over many years, it seeks to leverage change through limited financial incentives. STWOA is not a euphemism for existing programs such as vocational education or career exploration; rather, it has the potential to facilitate systematic, comprehensive, community-wide efforts to help all young people prepare for high-skill, high-wage careers while gaining the foundation skills to pursue postsecondary education and lifelong learning. STWOA was created out of a widespread belief that most high schools are not working well, especially for the 75% of students unlikely to earn a baccalaureate degree. (Includes a biographical sketch of the author and annotated list of 12 recent publications from the American Youth Policy Forum.) (MN)

ED 382 940 CS 012 153

Granfield, Michelle L.; Smith, Christy L.

Teaching Parents Reading Strategies: Changing Parents Attitudes towards Reading at Home.
PUB DATE- 95
NOTE- 69p.; Some material in Appendix C may not reproduce well because of faint or broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 1; Instructional Effectiveness; *Parent Participation; Parent Role; *Parent Workshops; Primary Education; Reading Aloud to Others; *Reading Attitudes; *Reading Instruction; Reading Research; *Reading Strategies
IDENTIFIERS- Virginia

A study focused on involving parents in a reading workshop to teach parents strategies used in their child's classroom. Subjects consisted of 11 parents (who were already highly involved in their child's classroom) of first-grade children from an affluent elementary school in central Virginia who agreed to participate in the workshop. Parents completed two surveys before the one-hour workshop, and they completed the same surveys 3 weeks after the workshop. Results indicated that: (1) parent frustration levels in regard to helping children read decreased after attending the workshop; (2) the quantity of time parents spent reading with their children decreased after the workshop; (3) all parents used the workshop strategies either alone or in conjunction with other strategies; and (4) parents felt that their children's attitudes toward reading were better after parents attended the workshop. Findings support the use of the workshop as an effective tool for parental involvement. (Contains 11 references and four figures of data. Appendixes present both survey instruments and a packet of materials presented to parents at the workshop.) (RS)

ED 383 017 CS 508 925

Larson, Charles U.
Persuasion: Reception and Responsibility. Fifth Edition.
PUB DATE- 89
NOTE- 448p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Advertising; Communication Research; Ethics; Higher Education; *Language Role; *Mass Media Effects; *Mass Media Role; Media Research; *Persuasive Discourse; Politics; Propaganda; Theory Practice Relationship
IDENTIFIERS- *Media Campaigns; Media Ethics; *Rhetorical Strategies

This book is designed to develop students' skills both as consumers and as producers of persuasion. The book explains, with examples from diverse media campaigns, strategies of persuasion constantly used in the mass media, in political rhetoric, and in advertising. The book covers material on persuasion theory, persuasion research, and persuasion ethics, language use and symbols, nonverbal communication, and cultural and psychological approaches to persuasion. Chapters in the book are: (1) Persuasion in Today's World; (2) Perspectives on Ethics in Persuasion; (3) Approaches to Persuasion Research: The Roots of Research in Persuasion; (4) Symbol Making and Using--A Foundation for Persuasion; (5) Process Premises: The Tools of Motivation; (6) Content Premises in Persuasion; (7) Cultural Premises in Persuasion; (8) The Persuasive Campaign or Movement; (9) Becoming a Persuader; (10) Modern Media and Persuasion; (11) The Techniques of Propaganda; and (12) The Use of Persuasive Premises in Advertising. (NKA)

ED 383 037 EA 026 313

Lewis, John F.; Hastings, Susan C.
Sexual Harassment in Education. Second Edition.
PUB DATE- 94
NOTE- 57p.; For first edition, see ED 356 549.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; Elementary Secondary Education; Higher Education; *Legal Problems; *Legal Responsibility; Policy Formation; *School Law; Sex Discrimination; *Sexual Harassment; Student Behavior; Teacher Behavior

As in most workplaces, sexual harassment has been an issue of significant magnitude in educational institutions as well. It has left the education community with many questions about what constitutes sexual harassment, how to prevent it, and how to deal with the legal problems that may arise concerning it. This report dispels several myths about sexual harassment in educational settings involving both school employees and students. Sexual harassment involving public institutions and educators is governed by federal law. In addition, most states have civil-rights statutes that govern sexual harassment in both public- and private-sector employment. Topics of chapters include myths about sexual harassment, federal laws governing sexual harassment in educational institutions, related state legislation, sexual harassment of employees in education, sexual harassment of students, and preparing for and handling sexual harassment claims. Included in the appendices are federal avenues for sexual harassment in education, types of sexual harassment in employment, checklist for prevention of liability, checklist for complaints and conducting investigations, prohibition of harassment, policy against harassment, student code of conduct, typical forms of sexual harassment in employment, costs of sexual harassment in employment, and favoritism and romance in the work place. (Contains 160 footnotes.) (MLF)

ED 383 094 EA 026 751

McKay, Jack A.
Schools in the Middle: Developing a Middle-Level Orientation. The Practicing Administrator's Leadership Series.
PUB DATE- 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Institutional Mission; Intermediate Grades; Junior High Schools; Leadership; *Middle Schools; *Organizational Climate; Organizational Objectives; *Program Implementation; Resistance to Change; School Organization; *School Restructuring

This handbook was designed to help school administrators, teachers, and community members make a successful transition from a junior high school to a middle school. The focus is on the process rather than content. Chapter 1 provides an example of how one junior high school faculty and administration made the shift to a middle school. Chapter 2 reviews the history and current research of middle-school reform. Principles of change and the dynamics of conflict are reviewed in the third chapter, which also presents strategies for responding to the inevitable conflict that change brings. Leadership skills and vision building are examined in the fourth chapter, and information about monitoring progress and recommendations for sustaining the transition process are presented in chapter 5. Two tables, planning guides and worksheets are included. Contains a 24-item bibliography, and 21 references. (LMI)

ED 383 113 EA 026 772

Berube, Maurice R.
American School Reform: Progressive, Equity, and Excellence Movements, 1883-1993.
PUB DATE- 94
NOTE- 168p.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Rights; *Educational Change; *Educational History; *Educational Philosophy; *Educational Theories; Elementary Secondary Education; Privatization; Progressive Education; Social Action; *Social Change

This book examines three major school-reform movements in the United States that were shaped by outside societal forces and identifies their common characteristics. The first two chapters examine the history and influence of the progressive movement and chapter 3 is devoted to progressive education's chief philosopher and pragmatist, John Dewey. The fourth chapter describes the influence of the civil rights movement on the second major educational reform movement, the equity reform movement. The push for community control over the schools and parental involvement, fostered by civil rights groups, is discussed in chapter 5. Chapter 6 describes how the 1983 report "A Nation at Risk" triggered the move toward privatization and the excellence-reform movement, which was based on economic concerns about competing successfully in the global marketplace. The seventh chapter examines the school culture wars, which have divided educators into three general groups--western traditionalists, Afrocentrists, and multiculturalists. The final chapter offers several conclusions: (1) these reform movements resulted from outside societal pressures; (2) the progressive reform movement set the stage for the educational reform movements that followed; (3) both progressive and equity reformers shared a romantic concept of the poor; (4) progressive reform and equity reform were dominated by political liberals and radicals, whereas excellence reform tended to be championed by political conservatives; (5) U.S. presidents became more involved in establishing a national educational agenda; (6) all three movements gave rise to a new breed of reformer--the scholar/activist; (7) the focus on innovation spawned new ideas but also contributed to faddism; (8) educational change became increasingly based on scholarship; and (9) current educational reform in America lacks clear vision. (Contains 190 references.) (LMI)

ED 383 133   EC 303 956

Opuda, Michael J.

Cost as a Factor in Determining an Appropriate Special Education Program or Placement.

PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Costs; *Court Litigation; *Disabilities; Economic Factors; Educational Finance; *Educational Legislation; Educational Policy; Elementary Secondary Education; Expenditures; Free Education; Government School Relationship; *Program Costs; Public Education; Special Education; *Student Placement
IDENTIFIERS- Americans with Disabilities Act 1990

Law and court decisions concerning cost as a factor in determining an appropriate special education program or placement are reviewed. The historical context is briefly considered, including numbers of students needing and receiving special education services for 1976-77 and 1992-93 as well as public expenditures for special education in 1987-88 and amount per child adjusted for inflation for 1992. Legal decisions are identified that pertain to: government and private sources of special education funds, third party payments, consideration of costs for the individualized education plan team meeting, the meaning of free appropriate public education, failure to find a qualified provider, paying for evaluations, cost issues in shortened school days and transportation, cost as a factor in determining appropriate medical and school health services and in placement determinations, and whether cost can be a consideration under the Americans with Disabilities Act. A brief summary and recommendations conclude the review. (SW)

ED 383 153 EC 303 977

Kearly, Patt
Keys to Transition: The California Model.
PUB DATE- 91
NOTE- 105p.; Prepared by Resources in Special Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Disabilities; Educational Legislation; *Education Work Relationship; Government Role; Inclusive Schools; Individualized Programs; Models; Needs Assessment; Planning; Program Effectiveness; School Community Relationship; Secondary Education; *State Programs; *Transitional Programs
IDENTIFIERS- *California; *Individualized Transition Plans

This publication addresses basic issues related to the concept of transition as it is applied to students with disabilities in California. Following a pretest (and its answer key), the document uses a question and answer format to discuss common concerns about transition, normalization, the school role, the "Bridges" model developed by the federal Office of Special Education and Rehabilitative Services, California's inclusion of all students "at risk," and emphasis on accountability and documentation of outcomes. Also noted are the four components of the California model: the transition foundation, the transition process, the transition culmination, and the transition follow-up. Major sections are then devoted to explanation of three key elements which have been identified as necessary for local transition efforts to be effective: (1) a local interagency policy team (which conducts a formal community needs assessment); (2) individual transition plans; and (3) a follow-up system. The final section offers suggestions for making a community plan for transition and a checklist to assess community transition readiness. Appendices include: a community needs survey; a sample individual transition plan; samples of follow-up data collection forms; and a listing of agency and community resources on transition. (Contains 50 references.) (DB)

ED 383 173 FL 022 939

Bird, Ewen; And Others
Partners: A Guide to School-Based Initial Teacher Training in Modern Languages.
PUB DATE- 93

NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperation; Elementary Secondary Education; Entry Workers; Foreign Countries; Higher Education; *Institutional Cooperation; *Interprofessional Relationship; *Language Teachers; *Preservice Teacher Education; Program Design; Second Languages; *Student Teacher Supervisors; *Teacher Educators

Initial Teacher Training (ITT) has always been a partnership between schools and higher education. In recent years the relationship has been redefined into a more formal and contractual one, in which the school plays a far greater role than ever before. Improvement of partnerships between schools and higher education institutions for the preservice training of language teachers is discussed. The context is that of teacher training in the United Kingdom, but the principles are applicable in other national contexts. Five authors examine systematically some of the aspects of this partnership. Five authors trace the passage from aspiring teacher trainee to trained, but still developing, professional, and examine what the respective training partners (school and higher education institution) can best offer the trainee in knowledge, skills, and understanding. Chapters include: "What?...: Profiling Competence" (Michael Grenfell); "Where?...: Establishing the Framework for Partnership--Principles and Practice" (Valerie Stone); "How?...: How Trainers Can Help Trainees Achieve Competence" (Barry Jones); "Who?...: Partners are People--Relationships in Partnership Schemes" (Vee Harris); and "Whither?...: The First Year in Teaching" (Ewen Bird). A glossary and an eight-item bibliography are included. (MSE)

ED 382 783   CE 068 839

Mason, Sarah A.
Providing Access for Special Populations to Quality Vocational Education in Wisconsin.
SPONS. AGENCY- Wisconsin State Council on Vocational Education, Madison.
PUB DATE- Jun 94
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; *Data Collection; Educational Needs; Postsecondary Education; Research Methodology; *Research Needs; Research Utilization; Secondary Education; *Special Needs Students; *Vocational Education
IDENTIFIERS- *Wisconsin

A study was conducted to determine the degree of access that students with special needs have to secondary and postsecondary vocational education in Wisconsin. The Wisconsin Client Reporting System as well as visits to 11 sites and in-depth profiles of a high school and a technical college provided data for the study. The study found that data collection in the vocational and technical system at both the secondary and postsecondary levels was inadequate to draw a good picture of access of special populations throughout the state. However, the study described how students were faring at the high school and technical college that were profiled, and some measures of successful integration of the special needs population into the system were found. A number of recommendations were made: (1) improve data collection processes for special populations; (2) expand evaluation to include program practices and quality as well as program inputs and outcomes; (3) promote inclusion of special populations in tech prep and school-to-work initiatives; (4) focus on program success rather than on student failure; (5) study the impact of concentrating federal Perkins funds to areas with a high incidence of special population students; and (6) develop follow-up reporting procedures for special populations students. (Contains 46 references.) (KC)

ED 382 959 CS 214 839

Roser, Nancy L., Ed.; Martinez, Miriam G., Ed.
Book Talk and Beyond: Children and Teachers Respond to Literature.
PUB DATE- Jun 95
NOTE- 250p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Collected Works - General (020)
DESCRIPTORS- Childrens Literature; *Classroom Communication; *Classroom Environment; Dialog Journals; Elementary Education; *Literature Appreciation; *Reader Response; Student Reaction; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Conversation; *Response to Literature; Trade Books; Writing about Literature

Based on the idea that conversational interaction between students and teachers in the classroom is the best way to learn, this book focuses on classroom talk about book-related topics. The teachers represented in the book initiate literature discussion groups, book clubs, and literature circles, and students share the thoughts and feelings that reading a book stimulates, and discover literature's potential to illuminate life. Chapters in the book and their authors are: (1) "Not by Chance: Creating Classrooms That Invite Responses to Literature" (Janet Hickman); (2) "What Teachers Need to Know about the Literary Craft" (Maryann Eeds and Ralph L. Peterson); (3) "'What Did Leo Feed the Turtle?' and Other Nonliterary Questions" (E. Wendy Saul); (4) "The Books Make a Difference in Story Talk" (Miriam G. Martinez and Nancy L. Roser); (5) "Teacher Book Clubs: Making Multicultural Connections" (Diane Lapp and others); (6) "Preparing Focus Units with Literature: Crafty Foxes and Authors' Craft" (Joy F. Moss); (7) "Promoting Meaningful Conversations in Student Book Clubs" (Taffy E. Raphael and others); (8) "Language Charts: A Record of Story Time Talk" (Nancy L. Roser and others); (9) "Enriching Response to Literature with Webbing" (Karen Bromley); (10) "Talking about Books with Young Children" (Lea M. McGee); (11) "Fostering Talk about Poetry" (Amy A. McClure); (12) "Leading Grand Conversations" (Deborah Wells); (13) "'So What Do I Do?': The Role of the Teacher in Literature Circles" (Kathy G. Short and Gloria Kauffman); (14) "Following Children's Leads through Talk Story: Teachers and Children Work to Construct Themes" (Kathryn H. Au); (15) "Collaborative Story Talk in a Bilingual Kindergarten" (Jennifer Battle); (16) "Our Journey toward Better Conversations about Books" (Veronica Gonzalez and others); (17) "Exploring Literature through Drama" (Lee Galda and Jane West); (18) "Responding to Literature as Art in Picture Books" (Barbara Z. Kiefer); (19) "Writing as a Way of 'Getting to' What You Think and Feel about a Story" (Elaine Handloff and Joanne M. Golden); (20) "'Playing the Part My Ownself': Connecting Life with Literature through Dialogue Journals" (Judith Wells Lindfors); and (21) "'Leading from Behind': Dialogue Response Journals" (Marcia F. Nash). Bernice E. Cullinan contributes a Foreword and an Afterword to the book. (NKA)

ED 382 998 CS 214 885

Scharf, Amy; Stack, Carol
What's School about for Kids?: Meanings and Uses of Homework in Young People's Lives. Families, Literacy, and Schooling: Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Educational Research; Ethnography; *Family Environment; Grade 6; *Homework; Intermediate Grades; *Literacy; Middle Schools; *Social Influences; *Student Attitudes; Urban Education
IDENTIFIERS- African Americans; California (San Francisco Bay Area)

An ethnographic study used a multidimensional social perspectiv on learning and literacy to look at the educational experiences and perspectives of urban young people through an examination of student homework. Subjects, upwards of 40 young people, were drawn from four sites: a sixth-grade classroom at Woodside Elementary School (located in a middle-class residential neighborhood in the San Francisco Bay Area, California); Families and School Together (FAST), an after-school tutoring program which serves mostly African-American students at Colton Middle School; the homes of three students; and small friendship groups. Results indicated that homework is neither a stable nor a static thing. It moves through space, from school to home and home to school. Homework also travels through time, reaching both backward and forward with its promises, evaluations, and consequences. Results also indicated that young people's attitudes and identities were, in many ways, forged around homework as a contested field of meaning and practice. On the one hand, beliefs and actions were shaped by various personal, educational, and social significances of school-sent-home. at the same time, what young people thought and did, fed back into these realms of meaning, helping to define and create homework itself. Findings suggest an important discrepancy: while school and teachers view kids' classroom experiences as focused primarily on academic learning, young people themselves are engaged in a multifaceted negotiation of identity, position and future. (Includes 20 notes; contains 50 references.) (RS)

ED 383 076 EA 026 730

Bolman, Lee G.; Deal, Terrence E.
Leading with Soul: An Uncommon Journey of Spirit.
PUB DATE- 95
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Altruism; *Educational Administration; Educational Philosophy; Elementary Secondary Education; Ethics; Interpersonal Relationship; *Leadership; *Moral Development; Moral Values; Prosocial Behavior
IDENTIFIERS- *Spiritual Development

This book takes the form of a story, in which a beleaguered executive searches for passion and purpose in work and life. It maintains that the heart of true leadership can only be found in the heart of a leader. Using an ecumenical approach, the book argues that the workplace needs a language of moral discourse that permits discussions of ethical and spiritual issues, connecting them to concepts of management. Organized around conversations between the executive and a female sage, the book examines the ties between spirituality and leadership. (LMI)

ED 383 215 FL 023 031

Casali, Roderic F.
Patterns of Glide Formation in Niger-Congo: An Optimality Account.
PUB DATE- Feb 95
NOTE- 19p.; Paper presented at the Annual Meeting of the Linguistic Society of America (69th, New Orleans, LA, January 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; Foreign Countries; Language Patterns; Language Research; Linguistic Theory; *Phonology; Uncommonly Taught Languages; *Vowels
IDENTIFIERS- *Glides (Phonology); *Niger Congo Languages

A study examined the pattern of formation of glides in a sample of 18 Niger-Congo languages that have substantial glide formation. It is noted first that four basic pattern dualities exist, with language-specific variations, determine by whether or not: (1) glide formation applies to both front and round first vowels or round first vowels only; (2) glide formation applies to both high and mid first vowels or high first vowels only; (3) glide formation may apply when first and second vowel agree in roundness and/or frontness; and (4) coalescence occurs in addition to glide formation. The analysis outlined here attempts to account for the permitted range of variation while explaining the absence of the unattested patterns. A number of common constraints are described and their patterns of occurrence in language types are discussed. It is concluded that although there is considerable cross-linguistic variation in glide formation, the variation is subject to some surprising but seemingly robust restrictions. Both the restrictions and observed variation can be accounted for by the variable ranking of a small number of constraints, some of which deal specifically with glides and glide-plus-vowel sequences, while others are independently needed to account for other phenomena. Contains five references. (MSE)

ED 382 859 CE 069 008

Skilbeck, Malcolm; And Others
The Vocational Quest: New Directions in Education and Training.
Key Issues in Education.
PUB DATE- 94
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; *British National Curriculum; Cooperative Planning; Core Curriculum; Educational Change; *Educational Objectives; Educational Planning; Educational Policy; Educational Practices; *Educational Trends; *Education Work Relationship; Foreign Countries; *Government School Relationship; Noncollege Bound Students; Partnerships in Education; Public Policy; *Vocational Education; Youth Programs
IDENTIFIERS- *Great Britain; Vocationalism

This book, which is part of a series of publications designed to introduce teachers, researchers, and policymakers to topics of current concern in the field of education, analyzes how recent attempts by Great Britain's government to create a national system of vocational education and training have marked a profound shift in both educational policy and underlying concepts of the purpose of education. The analysis is performed within the framework of the concept of the "new vocationalism," defined as a "complex amalgam of ideas, policies, legal and regulatory structures, and practical endeavors whereby the nation's education and training systems have been reformed and restructured through government-led, partnership-type initiatives." The analysis is organized into chapters dealing with the following topics: emergence of the "new vocationalism"; educational foundations for working life; the core learning challenge; the "schooling" and "working life" models; national moves toward a new vocationalism in England and Wales; origins of vocationalism in England and Wales; new schemes for training British youth; vocational initiatives for schools and colleges involving partnerships with business and industry; and the goal of education and training for all youth. Contains 527 references. (MN)

ED 382 899 CG 026 239

Herr, Edwin L.
Counseling Employment Bound Youth.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Counseling; *Career Development; Counseling Techniques; Counselors; *Education Work Relationship; *Job Training; Labor Force Development; *Noncollege Bound Students; *School Guidance; Secondary Education; Vocational Education
IDENTIFIERS- Career Guidance Program; Career Information; *School to Work Transition

Employment-bound youth have largely been ignored in the literature on careers and on counseling and guidance. Divided into seven chapters, this book provides recommendations and specific suggestions for actions that counselors, administrators, and policy makers can adopt to respond to the challenge of providing for employment-bound youth. Chapter 1 describes the characteristics of employment-bound youth and the critical role they play in this nation's economic structure. Chapter 2 investigates the implications of the changing economic environment for employment-bound youth, addressing the global economy, advanced technology, and changing educational demands for workers. Chapter 3 makes recommendations on what can and should be done in schools to enhance the skills of students preparing to enter the workplace. Chapter 4 discusses the school-to-work transition. Chapter 5 describes six approaches to career counseling for employment-bound youth. Chapter 6 looks at additional career guidance activities that can supplement counseling to form comprehensive programs for employment-bound youth. Chapter 7 summarizes current policy challenges and makes recommendations for policy that can support career counseling and guidance. Contains 28 pages of references. (JE)

ED 382 919 CG 026 264

Byrd, Marquita L.
Academic Advising Ain't What It Used To Be: Strangers in the University.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Advising; College Credits; Educational Counseling; *Faculty Advisers; *Faculty Evaluation; Faculty Workload; Higher Education; Student Needs; Teacher Role
IDENTIFIERS- *Faculty Service

This keynote address discusses ways undergraduate education is changing in terms of the diversity of students, financing education, and time required for graduation. How these changes affect academic advisers is the focus of the piece. The article is a response to a college administrator's charge to advisers to adapt to the new face of undergraduate education. Administrators are asking that advisers help students choose majors earlier and for advisers to discourage students from dropping classes as a method of grade point manipulation. It is suggested that faculty be equipped for their task of advising by providing them with systematic in-service training and by making advising an official and evaluated aspect of faculty responsibility. Faculty, it is argued, usually have no way of documenting time spent in advising, nor do they have methods for verifying effectiveness or for gathering data that would be useful in improving their advising skills. Without reliable methods of assessing advising for tenure purposes, faculty essentially provide a service to the university for which they are not compensated. (RJM)

ED 382 979 CS 214 861

Gee, Robin, Ed.
Novel & Short Story Writer's Market, 1995.
PUB DATE- 95
NOTE- 670p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Authors; Editors; *Fiction; Information Sources; Interviews; *Marketing; Periodicals; *Professional Development; *Publishing Industry; *Writing for Publication; Writing Strategies
IDENTIFIERS- Literary Magazines; *Professional Concerns; *Professional Writing; Small Presses (Publishers); Writing Development

This book provides listings of about 1900 markets and other opportunities for fiction writers. In addition to the listings, the book offers interviews with published authors and editors and a wide range of articles and introductory material on the craft of writing and on all aspects of marketing and publishing. The book is divided into three parts: (1) Writing Techniques--interviews with authors, articles on writing, and helpful informational pieces; (2) The Markets--information on literary magazines and commercial magazines, information on small presses, interviews with editors called "insider viewpoints," and announcements of awards, grants, and contests; and (3) Resources--lists conferences, workshops, colonies, retreats, and organizations of interest to writers. Following this, a new feature of the book, The Writing Community, profiles the writing scene in nine cities. A glossary, a category index, and a markets index are appended. (NKA)

ED 382 764 CE 067 857

Folinsbee, Sue; Jurmo, Paul

Collaborative Needs Assessment: A Handbook for Workplace Development Planners.

SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Ministry of Citizenship, Toronto.; Ontario Training and Adjustment Board, Toronto.
PUB DATE- 94
NOTE- 63p.; For a related handbook, see CE 067 856.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Annotated Bibliographies; *Cooperative Planning; *Data Collection; *Data Interpretation; Educational Cooperation; Foreign Countries; Interviews; Labor Force Development; *Literacy Education; Models; *Needs Assessment; Partnerships in Education; School Business Relationship
IDENTIFIERS- *Canada; Focus Groups Approach; *Workplace Literacy

This handbook, which is intended for educators, managers, and union leaders responsible for workplace development, outlines a four-phase collaborative approach to assessing a work organization's overall education needs and specifying a range of activities to meet the identified needs. Discussed in the introduction are the purposes of the handbook, values and assumptions underlying the workplace needs assessment model presented, and the rationale for using the model. The remaining sections of the guide consist of activities and case studies illustrating implementation of the following phases and steps in the model workplace needs assessment process: laying the groundwork for a workplace needs assessment (get all interested groups committed, organize a planning committee, plan and hold initial committee meetings, design the workplace needs assessment); carrying out the needs assessment (prepare to gather information, collect information in personal interviews and focus groups, gather information from other sources, organize the information, analyze selected workplace documents); interpreting and reporting (interpret the information, write the final report, report the findings); and deciding what happens next (develop and get commitment for an action plan and evaluate the workplace needs assessment). Also included are a glossary and a 36-item annotated bibliography. (MN)

ED 382 941 CS 012 155

Baghban, Marcia
A READING Teacher's View of Children's Literature.
PUB DATE- Jun 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Children's Literature Association (Durham, NH, June 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; Course Descriptions; Elementary Education; *Literature Appreciation; Parent Child Relationship; Preservice Teacher Education; *Reading Attitudes; Reading Instruction; Reading Teachers
IDENTIFIERS- City University of New York Queens College

The dichotomy a teacher educator experienced as a child between reading library books and "store-bought" books at home and reading the textbooks in school turned out to fuel major debates in the teaching of reading. She always believed that she had learned to read with books--she simply endured the school readers to get through school. The true test of her beliefs came when she became a mother. She instilled in her daughter and son a love of reading from infancy. A Reading and Children's Literature course she teaches at Queens College in the Elementary and Early Childhood Education department focuses on the literature rather than an emphasis on reading methods. The course begins with a debate over the definition of children's literature. Students develop a log in which they review two children's books per week. The teacher and students read aloud. By the end of the course, each student must teach a short lesson using a children's book. The course ends with the preparation of learning centers in which each student designs an activity related to children's books. Students' final exams echo the teacher's personal inclinations. By the end of the course, students remember why they love to read, a love they will pass on to children. (RS)

ED 383 018 CS 508 926

Tannen, Deborah

Talking from 9 to 5: How Women's and Men's Conversational Styles Affect Who Gets Heard, Who Gets Credit, and What Gets Done at Work.

PUB DATE- 94
NOTE- 370p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Communication Problems; Group Dynamics; Higher Education; *Organizational Communication; *Sex Differences; Sex Role; Social Behavior; *Work Environment
IDENTIFIERS- *Communication Behavior; Conversational Analysis; Conversational Flow; *Speaking Style

Intended to help individuals as well as companies thrive in a working world made up of increasingly diverse work forces and ever more competitive markets, this book addresses the differences in men's and women's speaking styles, without maintaining the superiority of any one style of speaking. Reinforced with extensive examples drawn from research, the book offers new ways of understanding what happens in the workplace, ranging from the simplest exchanges to the most complex contemporary issues of the glass ceiling and sexual harassment. The book notes that sex differences exist even in the college classroom, where men and women exhibit different behavior in learning situations--men ask fewer questions but interrupt others more often in traditional classrooms and often find themselves designated as "spokesperson" in small group class discussions even when they are outnumbered by women. Chapters in the book are: (1) Women and Men Talking on the Job; (2) "I'm Sorry, I'm Not Apologizing": Conversational Rituals; (3) "Why Don't You Say What You Mean?": Indirectness at Work; (4) Marked: Women in the Workplace; (5) The Glass Ceiling; (6) "She's the Boss": Women and Authority; (7) Talking Up Close: Status and Connection; (8) What's Sex Got to Do with It?; and (9) Who Gets Heard?: Talking at Meetings. The book includes both a preface and an afterword by the author, as well as extensive notes and references. (NKA)

ED 383 057   EA 026 708

Fuhrman, Susan H.; Elmore, Richard F.
Ruling Out Rules: The Evolution of Deregulation in State Education Policy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Educational Policy; Elementary Secondary Education; Government School Relationship; *Institutional Autonomy; *School District Autonomy; Self Determination; State Action; *State Regulation; *State School District Relationship; State Standards

In the late 1980s and 1990s, states began working to decrease the level of regulation of public education, using a variety of approaches to regulatory flexibility. This paper examines the evolution of deregulation, from limited waiver programs to charter-school plans and new performance-based accountability systems that include broad-scale deregulation. Data were collected through telephone surveys and personal interviews with central office staff, building administrators, and teachers in South Carolina, Washington, and Texas. A survey of 50 state deputy commissioners of education was also conducted.

Findings indicate that only certain schools were eligible for regulatory exemption. Schools attained eligibility as a reward for high achievement, through a competitive selection process, and/or because they survived detailed changes in plan/application processes. Waivers were restricted to certain types of regulations, and statutes were eligible for waivers only with the express sanction of the legislature. Each of the waiver programs was associated with some promising changes in schools. However, the role of deregulation is difficult to sort out from other variables. One of the most important effects of deregulation for school-level respondents was the removal of regulation as an excuse for traditional practice. Barriers to deregulation included lack of outcome measures, politics, equity concerns, and nonregulatory constraints. Persistent problems of state policy included the "bad apple mentality," constituency politics, and "the limited toolbox." Recommendations include: (1) view deregulation as one of many policy approaches; (2) develop accountability and incentive structures to promote continual progress; (3) develop criteria for the rationing of regulations; (4) develop a broader toolbox of policy approaches; (5) create new approaches to help problem schools; and (6) study the political, technical, and ethical issues that influence regulation. The appendix contains the interview protocol. Contains 35 references. (LMI)

ED 383 077 EA 026 731

Fuentes, Efrain Garza; Rose, Raymond M.
Being Prepared: The School Emergency Response Plan Handbook.
SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Community Coordination; *Cooperative Planning; Elementary Secondary Education; *Emergency Programs; Natural Disasters; Needs Assessment; *School Safety; *Strategic Planning; Violence

This handbook was designed to help educators develop a proactive school-preparedness plan for dealing with a variety of crises, ranging from natural disasters to accidents to acts of violence. The School Emergency Response Plan (SERP) is not a violence-prevention program; rather, it is part of an overall effort to ensure a safe learning environment for all students.

Data for the handbook were gathered from school observations and an administrator focus group. The planning process creates a vehicle for community collaboration that includes public-service and emergency-response entities, business, the media, social services, transportation systems, community leaders, and others. The seven steps in the planning process include: (1) identify key players and their roles; (2) conduct a school inventory of resources and limitations; (3) design the SERP; (4) apprise local institutions of the SERP; (5) clarify roles and responsibilities with community-service agencies and public-safety departments; (6) conduct and evaluate a crisis exercise; and (7) update the plan. One figure, one table, 6 worksheets, and lists of possible school-emergency situations and responses are included. (LMI)

ED 383 095 EA 026 752

Bracey, Gerald W.
Transforming America's Schools: An Rx for Getting Past Blame.
PUB DATE- 94
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Standards; *Educational Assessment; *Educational Change; *Educational Improvement; Educational Needs; *Educational Objectives; Elementary Secondary Education; Performance; Role of Education; Systems Approach

This book argues that schools are doing a better job than is commonly portrayed by the media and various commission reports. However, it cautions that schools must move beyond incremental improvements. One need not assume school failure to propose school reform. Chapter 1 examines limitations of the research that has portrayed a national educational crisis, especially the report, "A Nation at Risk" (1983). The perceptions of a troubled educational system are fueled by the latest focus on economic threats, the media, and educators. Chapter 2 shows that previous examinations of schools have failed to take into account many of the subtleties in the data. It also argues that the social context in which schools function is declining, which is overlooked by many reports. Therefore, an objective systemic approach is needed to understand schools and the environment in which they operate. Chapter 3 gives further reasons for using a systems approach. The remaining eight chapters are devoted to: the changing concepts of learning theory; applying a consumer approach to setting standards; adopting authentic assessment; examining the problems with school choice; providing equitable funding; defining the system and its goals; providing comprehensive programs to ensure student readiness; and preparing for the impact of technology on education. Thirteen figures are included. Each chapter contains references. (LMI)

ED 383 114 EA 026 773

Hardaway, Robert M.
America Goes to School: Law, Reform, and Crisis in Public Education.
PUB DATE- 95
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- Access to Education; *Court Litigation; *Educational Change; Educational Equity (Finance); *Educational History; Educational Opportunities; Educational Quality; Elementary Secondary Education; *Equal Education; Magnet Schools; *Nondiscriminatory Education; Private Education; *Public Education; Racial Discrimination; School Choice

This book takes the position that public schools can be saved if we can learn from history, discard ineffective methods and policies, and recognize the essential elements of quality education. Chapter 1 reviews reports that have portrayed a crisis in American public education. Chapter 2 examines disparities in public- and private-education costs. The third chapter examines education-reform movements, particularly the choice movement, and identifies the ingredients of effective education. The fourth chapter reviews the history of American public education, with a view to understanding today's school system. The legacy of racial discrimination is described in the fifth chapter. Chapter 6 considers American judicial landmark decisions and their effects on public education in the areas of bilingual and special education. Chapters 7 and 8 discuss court cases on school violence and public-school financing. Chapter 9 offers the following recommendations for improving American public schools: (1) return authority to the classroom teacher; (2) eliminate the segregation of class by age; (3) create magnet classrooms open to all children willing to abide a code of discrimination and conduct; and (4) eliminate teacher-certification programs and base teacher hiring on expertise. References accompany each chapter. (Contains 112 references.) (LMI)

ED 383 134 EC 303 957

French, Michael P.; Landretti, Ann Polzer
Attention Deficit and Reading Instruction. Fastback 382.
PUB DATE- 95
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Classroom Techniques; Elementary Education; Reading Consultants; *Reading Difficulties; *Reading Instruction; Reading Strategies; Student Evaluation; Teaching Methods; Whole Language Approach

Attention deficit disorder (ADD) is examined from the standpoint of teaching reading, and strategies are offered for teaching youngsters who are having difficulty reading due to ADD. Examples of students and scenarios are included. A definition of ADD is presented, along with symptoms that are consistent with inattention and disorganization that may result in underachievement or academic failure. Consideration is given to: attention deficits and models of reading, ways that attention deficits might affect learning in the elementary classroom, conventional and whole language classrooms, how the reading specialist can support instruction, and assessment of the child with attention deficits. General classroom modifications that are helpful for working with the student with ADD are considered, as are recommendations for oral reading and fluency, vocabulary development, comprehension, and increasing student motivation. A list of information resources for educators, parents, and children is appended, along with a list of parent support groups and organizations. Contains 16 references. (SW)

ED 383 154 EC 303 978

Ratleff, Jana Echevarria

Instructional Strategies for Crosscultural Students with Special Education Needs.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 103p.; Prepared by Resources in Special Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Cultural Differences; Delivery Systems; *Disabilities; Elementary Secondary Education; Ethnic Groups; Instructional Effectiveness; *Limited English Speaking; *Minority Groups; Multicultural Education; *Special Education; Student Placement; *Teaching Methods; Teaching Models
IDENTIFIERS- *California

This training manual was developed to assist special education teachers in California who are receiving increased numbers of culturally and linguistically diverse students in their classes. It focuses on effective instructional strategies and modifications of these strategies to accommodate the culture, language level, and ability level of each student. The first section deals primarily with understanding crosscultural issues such as language and culture. It also includes a framework for the appropriate placement of culturally and linguistically diverse exceptional students in special education and discussion of service delivery models. The second section addresses instructional issues relative to crosscultural special education, including components of effective instruction, language of instruction, English as a Second Language, a framework for curricular adaptation, and providing support to ethnic minority parents. The third section introduces specific instructional strategies for use with the core curriculum in the special education classroom. Strategies were selected as a result of a review of the literature and a 3-year statewide ethnographic data collection project on effective practices. (Contains 76 references.) (DB)

ED 383 174 FL 022 940

Seymour, Deborah Mandelbaum
New Women's Suitcases: The Possessive-Adjective Switch.
PUB DATE- 8 Jan 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Linguistic Society of America (New Orleans, LA, January 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjectives; Comparative Analysis; Contrastive Linguistics; *English; Finnish; Grammar; *Language Patterns; Language Research; Language Usage; Language Variation; *Linguistic Theory; Semantics; Sentence Structure; Uncommonly Taught Languages
IDENTIFIERS- *Possessives; *Word Order

An analysis of the structure of possessive-adjective phrases (e.g., "women's new suitcases, new women's suitcases") in English looks at some data that appear to conflict with the intuitive order of S-structure possessives preceding adjectives. A solution to this apparent anomaly is proposed: it is not the compounding of possessive-noun combination that regulates pre-possessive adjectives, but the non-referentiality of the possessive form. The analysis is presented for English, then some data from Finnish are presented to suggest that the constraint is more universal than might be supposed. A brief bibliography is included. (MSE)

ED 383 194   FL 022 993

Rasanen, Anne
Language Learning and Bilingual Education: Theoretical
  Considerations & Practical Experiences.
PUB DATE- 94
NOTE- 24p.; In: Content Instruction through a Foreign Language. A
  Report on the 1992-93 TCE Programme; see FL 022 992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120)
DESCRIPTORS- *Bilingual Education; *Cognitive Processes;
  Communicative Competence (Languages); Concept Formation;
  *Course Content; Course Objectives; Curriculum Design; Finnish;
  Foreign Countries; *Inservice Teacher Education; Language
  Fluency; *Language Proficiency; Language Role; Measurement
  Techniques; Second Language Instruction; Surveys; Teaching
  Methods; Uncommonly Taught Languages
IDENTIFIERS- *Content Area Teaching; Finland

This article presents theoretical considerations behind the Jyvaskyla teacher in-service development program in teaching content through a foreign language and surveys some international experiences of bilingual education. The term "bilingual program" refers to all variations of bilingual education and teaching of non-language subjects through the second/foreign language, from total immersion to short, content-based courses. The ultimate aim of second language learning is some level of bilingualism, a complex concept to define. Definitions of bilingualism use the criterion of competence level, age or origin, the learning process, the individual's identification with the two languages, or the functions that the two languages have in his environment. Finns regard the ability to speak the language articulately as the main indicator of language proficiency. Language learning presupposes cognitive processing of input and real-life testing of the hypotheses formed. Various factors are involved in communicative competence; in Finland, teaching non-language subjects through a foreign language is referred to as immersion, foreign language content instruction, content-based language instruction, extended language instruction or language-enhanced content instruction. European models of bilingual education and considerations on the development of bilingual education are discussed. (Contains 43 references.) (CK)

ED 382 784 CE 068 840

Welfare to Work. Measuring Outcomes for JOBS Participants. Report to the Ranking Minority Member, Committee on Finance, U.S. Senate.

PUB DATE- Apr 95

NOTE- 47p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Data Collection; *Federal Programs; *Information Needs; *Job Training; *Outcomes of Education; Postsecondary Education; Program Evaluation; Research Methodology; *Research Utilization; Welfare Recipients

IDENTIFIERS- *Job Opportunities and Basic Skills Program; Welfare to Work Programs

A study was conducted of the use of outcome measurement by the U.S. Department of Health and Human Services (HHS) and states to determine whether JOBS (Job Opportunities and Basic Skills) program participants are finding employment and leaving welfare. In order to assess the progress that HHS has made in establishing outcome indicators and goals, researchers from the General Accounting Office interviewed officials from HHS and various welfare research and interest groups. They also reviewed JOBS regulations and reports and surveyed JOBS administrators in the 50 states and the District of Columbia to determine state performance monitoring practices. In addition, they reviewed HHS' proposed approach to developing outcome indicators, examined the literature on the development of performance monitoring systems, and interviewed experts in the field. The study found that HHS does not know whether JOBS is reducing welfare dependency because it does not gather enough information on critical program outcomes, such as the number of participants entering employment and leaving welfare annually. In addition, states are held accountable for the number and type of participants enrolled in education and training but not for outcomes, such as the number of participants finding employment. Although little progress has been made in monitoring JOBS outcomes at the federal level, nearly all states use some information on participant outcomes to manage their individual programs. A majority of states monitor the number of JOBS participants entering employment and hourly wages at hire. In addition, more than half the states have established annual outcome goals. The study recommended that program objectives and outcome goals for the JOBS program be clearly defined by HHS as soon as possible. (The report of the includes four appendixes: scope and methodology of the study; GAO questionnaire regarding JOBS program characteristics; comments from HHS; and a list of major contributors to the report.) (KC)

ED 382 820 CE 068 923

Tapia, Ivan, Ed.
The Skilled Crafts in Germany. Education and Science (Bildung and Wissenschaft) BW 1/95.
PUB DATE- 95
NOTE- 24p.; English translation by Brangwyn Jones.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; *Craft Workers; Design Crafts; *Economic Development; *Education Work Relationship; Foreign Countries; Foundries; Glass; Handicrafts; Industrial Arts; Postsecondary Education
IDENTIFIERS- *Germany

This publication focuses on the skilled crafts in Germany, including the training system and professional prospects. It includes the following articles: "A Valuable Tradition" (Dieter W. Benecke) and "The Skilled Crafts in Germany: Training System and Professional Prospects" (Volker Thomas). The latter article covers the following topics: the economic and social importance of the crafts today, training and new blood in the crafts sector, examples of skilled crafts (glass, sailmaking, wrought iron, sun- and wind-generated electricity, acoustics, machine building), financing in the handicraft sector, flexible autonomous organizations within the economy, the individual aspect and the freedom of choice, services galore, and the art of design. Addresses of handicraft organizations in various cities are provided. (KC)

ED 382 840 CE 068 980

Michelson, Maureen R., Ed.
Women & Work: In Their Own Words. Second Edition.
PUB DATE- 94
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adjustment (to Environment); Day Care; *Employed Women; Employer Employee Relationship; Employment Practices; Essays; *Family Work Relationship; Interpersonal Relationship; Interprofessional Relationship; *Job Satisfaction; *Life Satisfaction; *Nontraditional Occupations; Personal Narratives; Professional Development; Self Actualization; *Sexual Harassment; Work Environment; Work Ethic
IDENTIFIERS- *Empowerment

This book contains the personal stories of women in 78 different occupations and the following six essays on working women: "Why Take Our Daughters to Work" (Nell Merlino); "Girls Empowering Girls: 'New Moon' Magazine" (Mavis Gruver); "Having It All: Managing Jobs and Children" (Nancy L. Marshall); "What Is Good for Nontraditional Employees Is Good for Business" (Sumru Erkut); "Sexual Harassment: What It Is, What to Do About It" (Colleen Phelan); and "Nontraditional Jobs for Women" (Kristin Watkins). Most of the women whose personal stories are presented were chosen randomly with no criteria for a certain political leaning or level of consciousness regarding women's issues. Each woman was asked to write, as honestly as she could, about herself and her work and the issues that concern her. A wide variety of occupations considered traditional and nontraditional are represented, including the following: mathematics instructor, smoke jumper, veterinarian, investigator, television writer, coal miner, principal, lawyer, medical records clerk, musician, soil scientist, rodeo bronco rider, dry cleaners worker, iron worker, bank president, preschool teacher, judge, pastor, welder, social activist, midwife, waitress, zoo keeper, psychiatric chaplain, deputy sheriff, stationary engineer, sports photographer, mathematician, tribal fisherwoman, police officer, hospital aide, command sergeant major, and poet. (MN)

ED 382 879 CE 069 080

Brown, Patricia, Ed.
Promoting a Dialogue on School-to-Work Transition.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Academic Education; *Educational Change; Educational Improvement; *Educational Needs; Educational Objectives; Educational Planning; Educational Policy; *Education Work Relationship; Government School Relationship; Policy Formation; Position Papers; Postsecondary Education; Public Policy; *School Business Relationship; Secondary Education; *Vocational Education

This document contains six papers by individuals representing the various stakeholders in the school-to-work transition process, including vocational education, academic education, higher education, and the business sector. The first paper, "The Leadership Challenge: Accommodating Different Perspectives on School to Work" (Tucker), argues for changing the way youth are prepared for work and advocates equipping all students with high academic skills and the ability to use those skills in productive enterprises. The following papers are presented in response to Tucker's paper: "School-to-Work Programs: True Reforms or Tired Retreads?" (Grubb); "School to Work: The Business Perspective" (Perlman); "School-to-Work Transition in the United States" (Stewart); "School to Work: Some Questions for Marc Tucker" (Sizer); and "The Promises and Concerns of School-to-Work Transition" (Anderson). Also included are profiles of the authors. (MN)

ED 383 038 EA 026 357

Gipe, Linda, Comp.
School Improvement Network Directory, 1994.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Achievement; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Excellence in Education; *Institutional Characteristics; *School Based Management; School Effectiveness; Student Attitudes; Student Behavior
IDENTIFIERS- Onward to Excellence

Information is provided in this directory about 256 schools working with the school-based-management process, "Onward to Excellence" (OTE), to improve student performance. This directory provides information about recently trained OTE schools and about those longer term OTE Schools not profiled in last year's directory. Each entry includes a school contact person, the OTE status of use, school level, number of students, area (for example, small city, large city, suburban, or rural), student population (composition, free/reduced lunch, mobility), school-improvement goals and their progress status, and practice clusters. Most schools (68 percent) have goals that focus on improving student academic achievement, and 32 percent report that progress has not yet been formally assessed. The schools are indexed by effective-schools research-practice clusters, practice clusters selected by schools, and goal and content areas selected by schools. (MLF)

ED 383 216 FL 023 036

Rivera, Esther Bonafoux

Fusing Cross-Content Areas into Literature Pieces Using a Whole Language Approach for the Elementary LEP Student.

PUB DATE- Feb 95

NOTE- 47p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (24th, Phoenix, AZ, February 16-18, 1995).

LANGUAGE- English; Spanish

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingual Education; *Childrens Literature; Classroom Techniques; Elementary Education; Elementary School Students; *English (Second Language); Instructional Design; Instructional Materials; Lesson Plans; Limited English Speaking; *Literature Appreciation; Material Development; Second Language Instruction; *Spanish; Spanish Literature; *Whole Language Approach

IDENTIFIERS- *Content Area Teaching

A number of model lesson plans that use children's literature to teach content area material are presented. The lessons are designed for instruction in either Spanish or English as a Second Language at the elementary school level; some are in English, and some are in Spanish. Each plan identifies the title and basic bibliographic information about the piece of literature, a synopsis of the story, second language teaching strategies that are useful with it, phonics issues to focus on or activities to conduct, structural/grammatical issues, sight words to be emphasized, complementary stories, appropriate songs and drama to accompany the lesson, and specific related themes and activities that focus on other content areas (mathematics, science, social studies, art and language arts). Some plans contain an additional bibliography. Contains 11 references. (MSE)

ED 382 802 CE 068 882

Stecher, Brian M.; And Others
Improving Performance Measures and Standards for Workforce Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 95
NOTE- 65p.; For an earlier study, see ED 378 364.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; *Competency Based Education; Educational Planning; *Federal Legislation; Job Training; Performance Factors; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; *Program Improvement; Secondary Education; *Standards; Technical Assistance; Vocational Education
IDENTIFIERS- *Carl D Perkins Voc and Appl Techn Educ Act 1990

This report extends the results of an earlier study on the use of performance measures and standards to suggest principles for designing outcome-based program improvement systems. It examines the implications of that research for enhancing accountability in future federal work force preparation legislation. It also illustrates specifically how the language of the Carl Perkins Vocational and Applied Technology Education Act of 1990 (Perkins II) could be changed to carry out the recommendations of the earlier study. Four features are identified that were lacking in Perkins II but are important for an outcome-based system to promote effective program improvement: (1) coordinate separate components into a more integrated system for planning, implementing, monitoring, and improving vocational education and training; (2) increase the emphasis on the use of the system of performance measures and standards as a program improvement tool; (3) clarify the requirements for measures and standards and improve their technical quality; and (4) increase the amount of technical assistance provided by federal and state agencies to support change at the local and state levels. Specific examples are given of changes in the language of Perkins II to incorporate these principles. An appendix contains the complete text of the proposed revisions with detailed commentary comparing the new law to the old. (YLB)

ED 382 920 CS 012 121

Zhang, Zhicheng
The Development and Use of a Reading Strategy Inventory for ESL College Students.
PUB DATE- 11 Nov 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *English (Second Language); Factor Analysis; *Foreign Students; Higher Education; Reading Research; *Reading Strategies; *Test Construction; Test Validity; Test Wiseness
IDENTIFIERS- Reading Uses

Reading is an essential way of attaining information, particularly for students studying in a university. Using reading strategies is extremely important for non-native readers of English because it serves as an effective way to overcome language deficiency and obtain better reading achievement. A study determined the psychometric properties of a reading strategy inventory for English-as-a-Second-Language learners, identified the common factors underlying the instrument, and investigated if ESL college students responded differently to the instrument. Subjects were 176 ESL graduate or undergraduate readers studying or staying in Tuscaloosa, Alabama who were from 36 countries in Europe, Africa, Asia, and South America. Based on a literature review and pilot testing, a 20-item instrument was developed. Results indicated that the reading strategy inventory was a reliable instrument to measure the use of reading strategies for ESL college readers. Construct validity was established by basing the items on previous reading strategy research. The common factor analysis yielded a three-factor solution for the instrument--organizing information in meaningful patterns; meaning construction; and holistic compensation approach. Statistical results indicated that the subjects' use of reading strategies as reflected in the composite scores was a function of such variables as nationality, major, and English proficiency. Further research should focus on further exploration into and the theoretical explanation for the effects of nationality, major, and English proficiency on the use of reading strategies. (Contains 20 references. Four appendixes of data and the survey instrument are attached.) (RS)

ED 382 980 CS 214 862

Goldstein, Norm, Ed.
The Associated Press Stylebook and Libel Manual. Fully Revised and Updated.
PUB DATE- 94
NOTE- 325p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Captions; Copyrights; *Editing; Freedom of Information; *Guidelines; Higher Education; *Libel and Slander; *News Writing; Secondary Education; *Writing Skills
IDENTIFIERS- *Associated Press; Freedom of Information Act; *Stylistics; Writing Style

Noting that more people write for The Associated Press (AP) than for any single newspaper in the world and that its style defines clear writing, this book presents more than 5000 entries that present AP's rules on grammar, spelling, punctuation and usage, with extra sections about reporting business and sports. The book, considered essential for writers, editors, and students, also presents a libel manual, copyright guidelines, information on the Freedom of Information Act, style guidelines for photo captions and filing practices, and guidelines to help editors handle copy easily and efficiently. (RS)

ED 382 999 CS 214 895

Ryan, Concetta Doti

Teaching Basic Skills through Literature: Professional's Guide.

PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Childrens Literature; *Class Activities; Elementary Education; Language Arts; Mathematics Instruction; *Reading Instruction; Reading Writing Relationship; Science Instruction; *Skill Development; Social Studies; Student Evaluation; Teacher Role
IDENTIFIERS- *Content Area Teaching

Based on the premise that improvement in students' reading, writing, and content area skills occurs when authentic literature is used as the core of reading instruction, this book offer guidelines for teachers who wish to incorporate literature into their classrooms. According to the book, the educational value of children's books as teaching tools lies in the fact that basic skills of reading and writing are easily introduced, taught, and reinforced using quality literature. Not only will reading skills improve, but writing skills and other content area skills improve as well. Sections in the book are: Why Use Children's Literature?; Literature, Skills, and Language Arts; Literature, Skills, and Mathematics; Literature, Skills, and Science; Literature, Skills, and Social Studies; and What about Assessment? Each section offers skill building activities, related class activities, and targeted content area bibliographies (language arts, mathematics, science, social studies). Contains an extensive reference list. (NKA)

ED 382 821 CE 068 924

Kerka, Sandra

Access to Information: To Have and Have Not. Trends and Issues Alerts.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; Adult Education; *Economic Impact; *Educational Needs; *Equal Education; Information Needs; Political Issues; *Technological Literacy; Trend Analysis
IDENTIFIERS- *Information Superhighway; *Social Impact

Development of the information "superhighway" has spawned a number of political, economic, and educational issues and has raised concerns that information inequities are increasing the polarization of society. Among the economic and political issues/concerns that have been raised are the following: whether information is a commodity or a public resource; whether commercial providers can be relied on to extend services to high-cost or remote areas; whether technology will facilitate or deter development of a direct participatory democracy; and what constitutes basic information rights and how those rights should be distributed. In the area of education, the information revolution and creation of the information superhighway have necessitated redefinition of the concept of literacy. Also needed are adult and career education and training conducted using up-to-date equipment, lifelong training to keep up with rapid technological change, information literacy programs for adult basic education and homeless learners, and programs to reduce computer anxiety. (An annotated list of 28 print resources dealing with political, economic, and educational aspects of the issue of access to information is included.) (MN)

ED 382 860 CE 069 015

Owens, Thomas R.
Washington Year Two Tech Prep Planning and Implementation Survey Summary.

PUB DATE- 27 Apr 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); Consortia; Cooperative Planning; Core Curriculum; Counseling Services; Curriculum Development; Educational Cooperation; Educational Needs; Enrollment; *Financial Support; Inservice Teacher Education; Marketing; *Outcomes of Education; Program Costs; *Program Development; Program Evaluation; *Program Implementation; School Business Relationship; School Counseling; Secondary Education; Staff Development; *State Programs; State Surveys; Student Characteristics; Tables (Data); *Tech Prep; Two Year Colleges
IDENTIFIERS- *Washington

All of Washington's 22 tech prep consortium directors responded to a 1994 survey examining selected aspects of tech prep planning/implementation. Ten of Washington's 22 consortia reported having tech prep students (only 1 of 15 consortia in 1992-93), and secondary student enrollment in tech prep programs totaled 2,203 (170 in 1992-93). All 19 consortia reporting on the core elements of their tech prep programs required students to complete a student education plan, 18 required students to take vocational-technical courses, and 11 required students to take at least 1 applied academics course. Eight or more of the consortia had formal articulation agreements in business/office/marketing, engineering/technology, and mechanical/industrial/trade. Two had agreements in agriculture, and three had agreements in health/human services. Throughout Washington, 260 secondary schools, 56 postsecondary institutions, 168 businesses, and 40 labor groups were involved in tech prep planning and/or implementation. Lack of staff, time, and money dedicated to tech prep and lack of truly integrated curricula were the most commonly perceived program limitations. Compared with the previous year, a smaller percentage of the consortia's funds was spent on general administration and a larger percentage was spent on staff and curriculum development. (MN)

ED 382 880 CE 069 081

Anderson-Yates, Marsha; And Others
Illinois Business Teacher Supply and Demand: A Conundrum Facing Program Maintenance and Teacher Education Policy in State Institutions of Higher Education in Illinois. A Report to the Illinois Board of Higher Education.
PUB DATE- 3 Dec 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; *Business Education Teachers; *Educational Needs; Educational Policy; Employment Projections; Higher Education; Labor Needs; Secondary Education; *Statewide Planning; *Teacher Education; *Teacher Supply and Demand; Two Year Colleges
IDENTIFIERS- *Illinois

A study examined the supply and demand for business teachers for public schools in Illinois. Data from these sources were analyzed: employment projections by the Illinois Department of Employment Security, information about current and projected business education teacher positions throughout Illinois, demographic data about the state's current force of business education, and current and projected business education teaching positions. The analysis established that, although there has been a decline in the number of business teaching positions in Illinois public high schools, the pattern will change to the point where the demand will outstrip the supply of newly certified teachers produced by higher education institutions in Illinois. The Illinois Business Teacher Educators Council (IBTEC) recommended that state policymakers and business and industry representatives form a blue ribbon task force to analyze the current context and environment for business teacher preparation programs and formulate their own recommendations to the Illinois Board of Higher Education regarding business teacher preparation program strategic quality goals, organizing principles and delivery structures, and funding sources and levels. Appended are the following: state board regions of Illinois by county; monthly lists of business education job listings throughout Illinois from January 1994 through October 1994; and IBTEC bylaws. (Contains 13 references.) (MN)

ED 382 900 CG 026 240

Hiebert, Bryan, Ed.
Exemplary Career Development Programs & Practices: The Best from Canada. An ERIC/CASS Digest Collection.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)
DESCRIPTORS- *Career Counseling; *Career Development; *Career Education; *Counseling Techniques; Counselors; Delivery Systems; Education Work Relationship; Elementary Secondary Education; Foreign Countries; Program Evaluation; School Guidance
IDENTIFIERS- *Canada; Career Guidance Program; Career Information

The inspiration for this document came from the "Creation and Mobilization of Counseling Resources for Youth Project (CAMCRY)" sponsored by the Canadian Guidance and Counseling Foundation (CGCF), which sought to provide the ideas and resources requisite for launching a nationwide initiative in career development and career counseling. Included in the book are 48 digests, each of which targets a specific aspect of career development and career counseling. The digests are divided into eight overarching topics: (1) national Canadian initiatives in career counseling; (2) career counseling with specific populations; (3) career education in schools; (4) approaches to career counseling; (5) career counseling methods and techniques; (6) delivery of career counseling services; (7) evaluation of career counseling; and (8) issues needing to be addressed in career counseling. The document includes ERIC searches on career development and an ERIC/CASS resource pack, containing information on submitting documents to ERIC and using the ERIC system. (JE)

ED 382 942 CS 012 156

Lofton, Glenda G.; And Others
Five Years after a State-Funded School Improvement Project, What Remains?
PUB DATE- 7 Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Elementary Education; Program Effectiveness; Program Implementation; *Reading Improvement; Reading Research; *State Programs; State School District Relationship; *Teacher Attitudes
IDENTIFIERS- Administrator Surveys; Louisiana; *Special Plan Upgrading Reading

A study investigated whether Louisiana school districts and schools involved in the SPUR (Special Plan Upgrading Reading) program were implementing and maintaining essential elements of the project five years after termination of state funding and external support. Subjects were the 66 superintendents or their designee at the district level as well as the principals and three representative teachers knowledgeable of the SPUR program in each of the 225 schools serving as Model Schools when the project ended in 1988. Response rates on surveys was reasonably positive, with 76% of the districts and 44% of schools returning their forms. Results indicated that: (1) some form of collaborative planning and improvement process was being maintained in 80% of the districts and 90% of the Model Schools; (2) strong support was evident for SPUR's influence on the implementation and maintenance of improvement projects; (3) 41% of districts and 62% of schools maintained a focus or had fully integrated SPUR's 17 Criteria of Excellence into their ongoing improvement process; (4) supervisors and school personnel disagreed on factors contributing to the maintenance and ongoing improvement process; and (5) of the five districts once identified as successful implementers of the improvement process, three had taken specific actions to maintain and continue improvement efforts. A qualitative analysis of district and school data provided insight into five factors facilitating and impeding maintenance: level/type of involvement at the district level, leadership at the school level, collaboration at all levels, utilization/development of human resources, and teacher/student self-efficacy. (Contains 14 references.) (RS)

ED 382 960 CS 214 840

Brown, Stephen G.
Techo Tensions in an Athabascan Indian Classroom.
PUB DATE- Mar 95
NOTE- 34p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; American Indian Culture; *American Indian Education; Basic Writing; Biculturalism; *Cultural Context; *English Instruction; High Schools; High School Students; *Relevance (Education); *Student Needs
IDENTIFIERS- Alaska; Athapascan (Tribe); *Composition Theory; Critical Pedagogy; Literacy as a Social Process

A compositionist teaching high school on an Athabascan Indian Reservation near Anchorage, Alaska, encountered considerable resistance from his students when attempting to see them through a college-prep program. Their initial hostility toward him masked their deep need for an adult role model who was not abusive, neglectful, or alcoholic. It was a preemptive strike against pain, bewilderment, and loss that attends the severing of close ties to teachers who leave after only a few years on the reservation. Eventually cognizant of the odds against any of his students attending college, the instructor found himself questioning the "cultural bleaching" he seemed to be engaged in. His experience with the Athabascan students reinforced Min-Zhan Lu's contention that the goal of helping students gain membership in the dominant culture was unrealistic given the impossibility of full assimilation, irrelevant given the nature of their aspirations (which did not include college), and unethical with respect to the traumatic effects of deracination it imposes on them. Engagement with composition theory revitalized and reoriented his teaching on the reservation. In the future, he would orient instruction away from the academic literacy of the classroom and toward the lived realities of the students, reasoning that a borderland classroom requires a pedagogy suited to the borderlands. Instruction would be aimed at fostering reculturation into a traditional, but renascent culture. It would encourage students to name their conflicted realities, to bridge the abyss between the classroom and the community. (Contains 21 references.) (TB)

ED 383 019 CS 508 927

Shields, Steven O.; And Others

A Bibliometric Analysis of Scholarly Articles Pertinent to Radio Studies.

PUB DATE- Apr 95

NOTE- 112p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Broadcast Industry; *Broadcast Journalism; Higher Education; Media Research; Policy Analysis; Programming (Broadcast); *Radio; Research Methodology; *Scholarly Journals

IDENTIFIERS- *Journal Articles

To investigate what is meant by the term "radio studies," a study analyzed 156 randomly selected scholarly communication journal articles pertinent to the radio broadcasting industry. Articles were chosen through the use of Matlon and Ortiz's (1992) "Index to Journals in Communication Studies through 1990." A master bibliography was constructed consisting of 1,220 nonduplicated articles in the "Index." Findings revealed coverage primarily of programming and policy issues. Average article length was 9.3 pages, with 14.5 citations on average. Articles were most often empirically based or descriptive or opinion based. Methods employed most often were survey and legal policy analysis. Most studies were solely authored by male writers. Article production was highest by authors affiliated with institutions in the western and central states, specifically California, Michigan and Wisconsin. The domain of article content, methodology, and general thrust of findings significantly varied by journal. (Includes nine tables of data, and the 88-page master bibliography of radio research articles from 1934-1990 selected through the "Index" is appended.) (SR)

ED 383 096 EA 026 753

Educating All of Tennessee's Students: The Annual Joint Report on Preschool through Graduate Education in Tennessee.

PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Enrollment Rate; Enrollment Trends; Graduation Requirements; Higher Education; *State Action; State Programs; *State Standards; Statewide Planning
IDENTIFIERS- *Tennessee

This 1995 report presents information on the progress that Tennessee has made toward its 26 educational objectives for preschool through graduate education. It examines the following four areas: (1) the extent of duplication in elementary-secondary and postsecondary education; (2) the extent to which high-school graduation requirements are compatible with postsecondary institutions' admission requirements; (3) the extent to which the master plans of the State Board of Education and the Tennessee Higher Education Commission are being fulfilled; and (4) the extent to which state needs in public education are being met. Findings indicate that Tennessee public education has not met its goals for significantly increasing the enrollment of at-risk students in early childhood education, reducing the dropout rate to 10 percent; or developing a comprehensive professional-development system. The state has, however, increased the promotion rate of elementary students, increased enrollment in mathematics courses, increased the rate of African-Americans enrolled at institutions of higher education, developed technological- and professional-development programs for K-12 education, and increased the number of school-business-community partnerships. Appendices contain Tennessee's high school graduation requirements, performance goals and standards, the master plan for higher education, and a copy of Tennessee Challenge 2000. (LMI)

ED 383 135 EC 303 958

Lipton, Diane
The "Full Inclusion" Court Cases: 1989-1994.

PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Compliance (Legal); *Court Litigation; *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Inclusive Schools; Mainstreaming; *Student Placement; *Student Rights
IDENTIFIERS- *Individuals with Disabilities Education Act

This theme issue provides guidance on school district compliance with the Individuals with Disabilities Education Act (IDEA) in the inclusion of students with disabilities. It provides a summary and analysis of four recent decisions in federal appellate courts, which all affirmed the right of students with significant disabilities to attend regular education classes full time when the educational benefits for the individual student warrant such a placement. The cases are: "Daniel R.R. v. State Board of Education," "Greer v. Rome City School District," "Oberti v. Board of Education of the Borough of Clementon School District," and "Sacramento City Unified School District v. Rachel Holland," and were decided upon by the Fifth, Eleventh, Third, and Ninth Circuit Courts, respectively. Consistent across all the decisions is the holding that, before denying a student the opportunity to be in an inclusive setting, school districts must demonstrate that placement in the regular class with appropriate support services and supplementary aids will not provide benefit for the student. It is also noted that the U.S. Supreme Court has denied review of the Holland decision, suggesting that these appellate court decisions will be the standard for some time to come. (DB)

ED 383 175 FL 022 943

Johnstone, Richard
Teaching Modern Languages at Primary School: Approaches and Implications. Practitioner MiniPaper 14.
PUB DATE- 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Age Differences; Classroom Techniques; Communicative Competence (Languages); *Educational Policy; Educational Research; Educational Strategies; Elementary Education; *FLES; Foreign Countries; Language Proficiency; Language Research; Linguistic Theory; *Modern Languages; Secondary Education; Second Language Instruction; *Second Languages

Issues facing schools, teachers, and policy-makers in the expansion of elementary school instruction in modern second languages are discussed, particularly in the context of Scotland's educational system. An introductory chapter defines key terminology, the transition from pilot programs to institutionalization, and discusses briefly the distinction between "second" and "foreign" languages. The second chapter outlines five different instructional approaches and offers examples of foreign language initiatives in Scotland and elsewhere in the United Kingdom (UK), Europe, and some other countries. Objectives and difficulties encountered are examined. Several concepts in second language learning and use are considered in the third chapter, including use of language for real communication, language as a dynamic system of rules and strategies, communicative competence, "language acquisition" versus "language learning," progression of skills, and proficiency. In chapter four, evidence of instructional outcomes from UK elementary schools, immersion research, research on specific aspects of second language teaching (intensive teaching, first-language literacy, and second-to-first language transfer), and learner age is offered. A final chapter draws conclusions concerning starting age, implications of language policy for elementary language teaching, choice of approach, teacher qualifications, and implications for secondary education. (MSE)

ED 383 195 FL 022 994

Marsh, David; Rasanen, Anne

Framework and Implementation of the Jyvaskyla TCE/TCFL Programmes.

PUB DATE- 94
NOTE- 12p.; In: Content Instruction through a Foreign Language. A Report on the 1992-93 TCE Programme; see FL 022 992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Cooperation; *Course Content; Course Objectives; English (Second Language); Feedback; Finnish; Foreign Countries; German; *Inservice Teacher Education; *Instructional Materials; Measurement Techniques; *Program Implementation; Second Language Instruction; *Teaching Methods; Vocational Education
IDENTIFIERS- *Content Area Teaching; *Finland

The first teacher in-service development program in foreign language content instruction was run by the Continuing Education Centre of the University of Jyvaskyla in 1991-1992 as a contract program for the City of Kokkola. The success of that program led to the development of the present Teaching Content in a Foreign Language (TCFL) Program, which offers the opportunity to specialize in the teaching of non-language subjects through English or German. The aim of the program is to provide the teacher and the institute in which he operates an opportunity to develop his expertise to teach in either English or German to an optimum level. Before initiating a TCFL program, various issues to be considered include clarification of aims, cooperation and collaboration, methodological approaches, teaching materials, assessment of results, follow-up, sharing of information, and public relations. The range of subjects covered in the current program include general and vocational subjects. The program comprises six modules of contact study, spread out across 12 months. The design of the program follows general principles of TCFL. The general framework and module descriptions are discussed. Participant feedback on all programs has been extremely positive. (CK)

ED 382 765 CE 068 210

General Framework for Employment. Tableau de Bord. (Synoptic Table). Second Edition.

PUB DATE- 7 Nov 94
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; Developed Nations; Educational Improvement; Education Work Relationship; *Employment Patterns; *Employment Practices; Equal Opportunities (Jobs); Foreign Countries; *Human Resources; Job Training; *Policy Formation; *Public Policy; Unemployment; *Youth Employment
IDENTIFIERS- Belgium; Denmark; *European Community; France; Germany; Greece; Ireland; Italy; Luxembourg; Netherlands; Portugal; Spain; United Kingdom

This synoptic table provides an overview and comparison of employment trends and policy measures for each member state of the European Community. Information on the following countries is presented in eight chapters: Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, Netherlands, Portugal, and United Kingdom. Chapter 0 presents data on global indicators: population, increase in working age population, consumer prices, employment rate, and unemployment rate. Chapter 1 covers improving education and training systems, including policy development, promotion of lifelong learning, and adapting to change. Chapters 2/3 contain data on the following: external flexibility, flexibility of working hours, leave and career breaks, income policy, geographic mobility, and equal opportunities. Recent measures and measures being prepared are summarized. Chapter 4 on targeted reductions in indirect labor costs provides synopses of measures, recent measures, and measures being prepared. Chapter 5 on more active policy covers three areas: active, passive, and placement measures; recent measures; and measures being prepared. Chapter 6 on young people provides information on the following: basic education and transition to working life, promotion of young employment; recent measures; and measures being prepared. Chapter 7 summarizes measures, recent measures, and measures being prepared on new requirements. (Contains 58 references.)

ED 382 841 CE 068 981

Caldwell, Brian J., Ed.; Carter, Earl M. A., Ed.
The Return of the Mentor: Strategies for Workplace Learning.
Education Policy Perspectives Series.
PUB DATE- 93
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Competency Based Education; Educational Practices; Educational Strategies; Hospital Personnel; *Industrial Training; *Interpersonal Relationship; *Interprofessional Relationship; Leadership; *Mentors; On the Job Training; Principals; *Professional Development; *Teacher Improvement; Teaching Methods
IDENTIFIERS- *Job Coaches; Workplace Literacy

This book contains the following papers about the framework of mentoring as a workplace learning strategy and the role of mentoring the education, health, and industrial cultures: "Preface" (Brian J. Caldwell, Earl M.A. Carter); "The Workplace of the 1990s" (Brian J. Caldwell, Earl M.A. Carter); "The Principles and Practice of Mentoring" (John Carruthers); "Mentoring for Teachers: The Collaborative Approach" (Ida McCann, Ruth Radford); "A Personal Perspective on Mentoring" (John R. Baird); "Mentoring for School Principals" (Angela Thody); "Preparing for Leadership in Schools: The Mentoring Contribution" (Allen Walker, Kenneth Stott); "Preceptorship in Hospitals" (Sarah Kitchin); "From Cop to Coach: The Shop Floor Supervisor of the 1990s" (Frank McMahon); "Coaching a Competency-based Training System: The Experience of the Power Brewing Company" (Shane Slipais); "Coaching Trainers for Workplace Performance" (Earl M. A. Carter); "Measuring the Returns" (Earl M. A. Carter); and "Transforming the Workplace" (Brian J. Caldwell, Earl M. A. Carter). Contains notes and references. (MN)

ED 382 981   CS 214 863

De Vries, Mary A.
Internationally Yours: Writing and Communicating Successfully in Today's Global Marketplace.

PUB DATE- 94
NOTE- 362p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Business Communication; *Communication Problems; Communication Skills; *Cultural Context; Cultural Differences; Foreign Countries; Global Approach; Independent Study; Language Role; *Letters (Correspondence); Technical Writing; Travel; *Writing Strategies
IDENTIFIERS- English as an International Language; *International Business; Professional Concerns

Intended to help international business people create business documents of style and substance for correspondents in many different cultures (correspondents whose second or even third language is English), this guide is extremely useful for the millions who travel internationally, work abroad, and correspond with business people in other countries. The guide offers comprehensive and easy-to-follow instructions on such matters as how to format an international message, including forms of address; how to recognize pitfalls of language and style; when and where to get a translator; and what to keep in mind about business customs and practices. Chapters in the book are: (1) Two Different Worlds; (2) The Fine Art of Message Design; (3) Write It with Style; (4) Say What You Mean--Literally; (5) The Language Demons among Us; (6) Why Short Is Beautiful; (7) Creating a Punctuation Roadmap; (8) A Matter of Respect; and (9) Around the World from Afghanistan to Zimbabwe. Appendixes contain information about international mail, lists of information sources, and an index of English-language terms to avoid or consider carefully. (NKA)

ED 383 039 EA 026 358

Education Finance: Extent of Federal Funding in State Education Agencies. Report to Congressional Requesters.

PUB DATE- Oct 94
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Legal/Legislative/Regulatory Materials (090),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Federal Aid; *Federal Programs; Federal State Relationship; Government Publications; Public Schools; *School Statistics; *State Departments of Education
IDENTIFIERS- *Elementary Secondary Education Act Title V

This study addresses the amount of federal dollars used by state education agencies (SEAS) to fund their administrative and other operating costs, and how SEAS are using these funds to support their operating activities. To determine the amount and sources of federal funding, SEAS in 49 states (excluding Hawaii and the District of Columbia) were surveyed. In addition, telephone interviews were conducted with financial staff at each SEA. Study results show that in fiscal year 1993, although the federal government only provided about 7 percent of elementary and secondary school funding, states relied on federal support for about 41 percent of the funding and 41 percent of the staff for their state education agencies. Most federal and state funding received by SEAs is passed through to local education agencies. However, some federal and some state funding is kept at the SEA for state-level operations. The level of federal support for SEAS varied widely among states depending on the number and types of federal and state programs the SEA operates, ranging from about 10 to about 80 percent, with the average level of support being 41 percent. For the 10 federal programs found in nearly every state, however, the average level of support drops to 29 percent. Approximately 85 percent of the report consists of tables and figures illustrating the findings in state-by-state rankings. (MLF)

ED 383 058 EA 026 709

Crampton, Faith E.; Whitney, Terry N.
Equity and Funding of School Facilities: Are States at Risk?
PUB DATE- Feb 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Constitutional Law; *Court Litigation; *Educational Equity (Finance); *Educational Facilities Improvement; Elementary Secondary Education; *Equalization Aid; Finance Reform; Fiscal Capacity; School District Wealth; *State Aid; State Legislation

Inequality in school facilities is emerging as a pivotal factor in court decisions that have ruled state school-funding systems unconstitutional. This report examines cases in three states--Arizona, Ohio, and Texas--where courts considered school facilities paramount in ruling the funding system unconstitutional. Arizona's school funding system was the first to be declared unconstitutional based solely on the condition of school facilities. The Ohio court decision detailed a constitutionally acceptable system of school funding. The lack of a separate facilities component in Texas could render the entire school finance system unconstitutional. Because states should not expect significant assistance from the federal government for school facilities, it is recommended that states conduct statewide assessments of the condition of existing school facilities and needed new school construction; develop an equitable funding formula; and mandate the allocation of school aid for routine maintenance. One figure is included. Contains 13 notes. (LMI)

ED 383 078 EA 026 732

Donavel, David F.
High School: The American Walkabout. Occasional Paper Series: Volume X, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Innovation; *High Schools; Nontraditional Education; *Organizational Climate; Politics of Education; *Resistance to Change; School Schedules; Social Theories; *Traditionalism
IDENTIFIERS- Masconomet Regional School District MA

In September 1989, Masconomet Regional High School in Topsfield, Massachusetts, initiated a school-restructuring program called the Renaissance Program. Although the program was highly successful, the school committee voted to discontinue it in October 1990. This paper, written by a teacher at the high school, tries to understand why the program met with heated resistance. Renpro, as the program came to be called, enrolled one-half of the incoming freshman class; the other half was enrolled in the traditional program, or Tradpro. Enrollment in Renpro was voluntary. The Renpro students took two academic courses at a time every 60 days (or 3 trimesters) during the 180-day school year, completing a minimum total of 6 academic courses a year. Academic classes were held in the mornings (100 minutes each the first year, and 118 minutes each the second and final year), leaving afternoons free for other teacher and student activities. Renpro students demonstrated gains in their writing, problem-solving, and collaboration skills; and Renpro students, parents, and teachers reported satisfaction. It is argued that although traditional schools instill feelings of powerlessness and boredom among students, promote conformity, devalue teaching experience and academic excellence, and rationalize failure, they represent a ritualized, collective experience in the American culture. Regularities are retained in the high school to ensure that children share the experience of their parents. The schools possess, in this sense, a ritual value--the "walkabout" value. In other words, Renpro violated the regularities of time and space and the formalities of curricula. The only way to break the hold that current ritualized practices have on schools is to first change practice. Contains 14 references. (LMI)

ED 383 115 EA 026 774

Waddock, Sandra A.
Not by Schools Alone: Sharing Responsibility for America's Education Reform.
PUB DATE- 95
NOTE- 256p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational Cooperation; Elementary Secondary Education; Organizational Change; *Organizational Theories; *School Restructuring; Social Structure; Social Systems; *Systems Approach

This book maintains that educational reform cannot occur in a vacuum. The theme of the book is that the problems faced by education are systemic and deeply embedded in family and social problems. Schools themselves must assume responsibility for change, and change must occur in the ways in which schools relate to outside constituencies. The introduction describes problems with schools--isolation from the community, a fragmented curriculum, and inflexible structure. Chapter 1 presents a historical overview of the problems of education. Chapter 2 describes the social fabric and ideology of education, which is influenced by changes in the family, community infrastructure, attitudes toward education, political climate, and an individualistic ideology. Institutional-level changes, such as economic and demographic trends, and their effects on schools are examined in the third chapter. Chapter 4 explores the ways in which social problems stemming from the social fabric impact the schools. Chapter 5 discusses the interconnectedness among constituencies and their shared responsibility for education. The sixth chapter explores the structure of schools as a systems-dynamic problem, and chapter 7 looks at systems change in relation to schools, students, and communities. Chapters 8 and 9 discuss the value of forming networks; chapter 10 examines school-business linkages. The final chapter identifies key elements of the system that may provide points of leverage for system change: (1) strong communities that support family efforts to raise their children; (2) strong and supportive families that provide proper discipline, appropriate attitudes toward education, and support for children's educational achievement; (3) clear educational goals for individuals, schools and school districts, and the system as a whole; (4) high expectations for children, families, and communities; (5) the recognition that education is a responsibility shared by all; (6) the organization of schools and other institutions into flexible networks; and (7) the provision of adequate resources for system change. Ten figures are included. References accompany each chapter. (Contains 179 references.) (LMI)

ED 383 155 EC 303 979

Langdon, Henriette W.; And Others
The Interpreter Translator Process in the Educational Setting: A
Resource Manual. Revised.
PUB DATE- Jul 94
NOTE- 110p.; Prepared by Resources in Special Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; Child Rearing; Communication Skills; Cultural Differences; Delivery Systems; Elementary Secondary Education; Evaluation Methods; *Interpreters; Legal Responsibility; *Limited English Speaking; Non English Speaking; Paraprofessional Personnel; Role; *Special Needs Students; *Student Evaluation; *Translation

This training and resource manual is intended to provide needed information to interpreters and translators who assist in providing assessments and other types of educational services to students or clients in numerous primary languages. Guidelines focus on assessing students or clients, requesting information from the client's family, and reporting information to the family. Section 1 defines basic terms and describes the roles and responsibilities of the interpreter/translator and those of the various education team members in the interpretation/translation process. Section 2 focuses on the process of interpreting itself, identifying steps in the interpreting process, ways to facilitate the process, common errors in interpreting/translating, and suggested delivery formats. Section 3 covers the legal aspects of both bilingual and special education, noting characteristics of each field, common characteristics, and the bilingual and special education interface. Section 4 includes information on cultural considerations such as definitions of culture and comparative child rearing practices and communication styles. Appendices include a list of supplementary training materials, suggested role-playing and assertiveness training activities, sample agendas, and review exercises. A glossary defines terms in both English and Spanish. (Contains 58 references.) (DB)

ED 383 000 CS 214 896

Rule, Audrey C.

Using the Learning Cycle To Teach Acronyms, a Language Arts Lesson.

PUB DATE- 95

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Abbreviations; Class Activities; Classroom Techniques; Instructional Effectiveness; Intermediate Grades; *Language Arts; *Language Usage; *Learning Strategies

IDENTIFIERS- *Learning Cycle Teaching Method

The Learning Cycle, a popular medium for teaching science lessons, can be used to teach a language arts lesson on acronyms, an appropriate skill topic for students in grades four through six. Acronyms are fascinating words that can challenge students to solve the puzzle of what the letters stand for. The three-phase Learning Cycle arranges teaching steps to correspond to the way in which students learn new material--the exploration phase involves assimilation and disequilibrium; the invention phase allows students to revise their thinking to allow the new information to fit; and the expansion phase provides practice and repetition. As applied to acronyms, the exploration phase might involve students brainstorming lists of acronyms, looking up definitions, and discussing similarities and differences among acronyms, initials, abbreviations, and contractions. During the invention phase, students can discuss the reasons for and uses of acronyms, and compile lists of acronyms derived from new technologies. During the expansion phase, students can come up with their own acronyms for clubs, associations, or government agencies, and students can create combination names for places and explain the origin of their invented place name. This language arts lesson has proved successful for a language arts teacher and her students. Includes a 102-item list of acronyms (some with approximate date of first usage) arranged into categories.) (RS)

ED 383 217 FL 023 037

Crystal, David
The Cambridge Encyclopedia of the English Language.
PUB DATE- 95
NOTE- 496p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Diachronic Linguistics; Encyclopedias; *English; Etymology; Grammar; *Language Patterns; Language Role; *Languages; *Language Usage; Language Variation; Linguistic Theory; Morphology (Languages); Phonology; Sentence Structure; Vocabulary; *Written Language

The encyclopedia is designed as a reference work on the history, structure, and use of English. The first section outlines five phases in the development of the English language (origins, Old English, Middle English, Early Modern English, Modern English) and then proceeds to the varieties of world English and perceptions of English and its future. The second section focuses on English vocabulary: the nature, sources, and structure of the lexicon, its etymology, and special areas of vocabulary. Section 3 addresses these aspects of English grammar: theory of grammar; word structure; form classes; and sentence structure. The sound system (phonology) and writing system of English are treated in the fourth section. English usage is discussed in the fifth section, including varieties of discourse and factors in regional, social, and personal variation. In the final section, the learning of English as a native language and new ways of studying English are examined. Appended materials include a glossary, list of special symbols and abbreviations, lists of references and further reading, an index of linguistic items, an index of authors and personalities, and a topic index. (MSE)

ED 382 785 CE 068 843

Revis, Emma
Schools Achieving Gender Equity.
PUB DATE- Mar 95
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Compliance (Legal); Educational Legislation; High Schools; Law Related Education; Learning Activities; Lesson Plans; *Nontraditional Occupations; Sex Bias; *Sex Discrimination; *Sex Fairness; *Sexual Harassment; Sexual Identity; State Legislation; *Vocational Education
IDENTIFIERS- *Kentucky; Kentucky Education Reform Act 1990

This guide is designed to assist teachers presenting the Schools Achieving Gender Equity (SAGE) curriculum for vocational education students, which was developed to align gender equity concepts with the Kentucky Education Reform Act (KERA). Included in the guide are lesson plans for classes on the following topics: legal issues of gender equity, gender-fair job interviews, traditional versus nontraditional gender occupations, sexual discrimination and harassment in the workplace, gender identity and gender equity, gender images projected in the media, gender equity and social etiquette, myths and subconscious behaviors that promote sexism, providing a gender-equitable environment of the next generation, and gender-equitable standards of behavior. Each lesson plan contains some or all of the following: essential questions; KERA goal; academic expectation; culminating performance; student organization project; lesson outcomes; suggested resources; outline of lesson topics and learning experiences (lesson initiation and closure activities; critical thinking, integrated, and cooperative learning activities; portfolio writing assignment; class recitation; and assessment activity); supplementary learning activities; and performance assessment materials. Concluding the guide are a copy of the Kentucky Holistic Scoring Rubric and a list of seven resource organizations and their addresses. (MN)

ED 382 803 CE 068 884

Kaplan, Robert E.; Palus, Charles J.
Enhancing 360-Degree Feedback for Senior Executives. How To Maximize the Benefits and Minimize the Risks.

PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Development; Adult Education; Evaluation Methods; *Feedback; Guidelines; Leadership Training; *Management Development; Professional Development; Staff Development; Supervisory Training

Intended primarily for human resources managers who are responsible for the development of executives, this paper lays out the potential advantages and hazards of enhanced feedback. It first looks at enhanced feedback and its rationale in detail. Four sources of data are described: numerical ratings and verbatim comments; data from the workplace and from personal life; data on behavior and motivation; and data on the present and on early history. The next section provides evidence and examples of potential benefits and risks. The section that follows suggests guidelines for making safe and effective use of enhanced feedback. Certain dictates of good practice to be followed are outlined, including the following: choosing a service provider with a competent, constructive staff; selecting the right participants; and tiding the participants/executives through the unsettled period during which they receive a heavy dose of feedback. Guidelines for use by the participant's human resource staff to help oversee the latter process are discussed. Contains 11 references. (YLB)

ED 382 822 CE 068 925

Imel, Susan
Race and Gender in Adult Education. Trends and Issues Alerts.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; Annotated Bibliographies;

*Educational Research; *Educational Trends; *Equal Education; Power Structure; *Race; Racial Bias; Racial Differences; *Sex; Sex Bias; Sex Differences; Sex Fairness; State of the Art Reviews; Trend Analysis

Topics related to race and gender have begun appearing with increasing frequency in the adult education literature. The most prevalent trend in the literature is a focus on creating learning environments for diverse audiences, including appropriate strategies for teaching and learning and debate on whether separate approaches and/or special programs based on race and/or gender are needed. The intersection of gender, race, and class and their role in shaping how adult learners view learning and knowing is receiving increasing attention, and discussions of race and gender are being framed within the larger contexts of power structures and power relations. Among other gender- and race-related issues receiving increasing attention in the adult education literature are the following: how the field of adult education perpetuates racism and sexism, how adult education portrays women and gays/lesbians, how the role of women and African Americans can be reclaimed in the history of adult education; and the relationship between women and literacy. To date, topics related to race or multicultural issues have not received as much attention as topics related to gender. (Annotated lists of 22 print resources and 2 resource organizations concerned with issues of race and gender in adult education are included.) (MN)

ED 382 861 CE 069 016

Gemignani, Robert J.
Juvenile Correctional Education: A Time for Change. OJJDP Update on Research.
PUB DATE- Oct 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Education; Adolescents; *Correctional Education; Educational Change; *Educational Improvement; *Educational Needs; Educational Research; Education Work Relationship; High School Equivalency Programs; Job Training; Program Administration; Program Development; Program Evaluation; Psychoeducational Methods; *School Effectiveness; Special Education; *Vocational Education; *Youth Programs

Incarcerated youth should be afforded the opportunity to develop the advanced academic and vocational skills needed to be competitive in today's labor market. Correctional facility administrators regard education as the most important component of the rehabilitation process. Correctional facilities must therefore make education and training high priorities rather than competitors with other programs. The educational and program administration strategies adopted in correctional facilities must be directed toward developing an effective comprehensive education program that includes basic academic and vocational education. Academic programs in correctional facilities should abandon the old assumption that basic skills must be mastered before students are given more advanced tasks such as problem solving, cognitive reasoning, reading comprehension, and written communication. Because as many as 40% of youth in correctional facilities have some learning disability, correctional education must employ staff trained and certified to provide a full spectrum of special education programs and services. Psychoeducational programming, employment training, and expanded/improved transitional services are also needed. Finally, progress in correctional education requires an increased level of research to identify effective educational programs and practices and provide legislators and funding agencies with the proof they require when determining policies and allocating resources. (MN)

ED 382 901 CG 026 241

Schafer, William D., Ed.

Assessment in Counseling & Therapy. An ERIC/CASS Special Digest Collection. Complete Resource Edition.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 95

NOTE- 122p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Collected Works - General (020)

DESCRIPTORS- Ability Identification; Career Development; Counseling; *Counselor Training; Elementary Secondary Education; Group Testing; Individual Testing; *Institutional Evaluation; Performance Tests; *Program Evaluation; School Psychologists; *Student Evaluation; *Testing

IDENTIFIERS- *Assessment of Career Development; Diagnostic Research; Performance Based Evaluation

The purpose of this digest is to summarize major portions of the literature on assessment in counseling and therapy. In this collection of 32 digests, assessment is used to refer to assessment of clients as well as evaluations of program and counselor effectiveness. Recognized professionals have written about topics that are grouped into nine broad areas: (1) Assessment in Counselor Education and Evaluation--at all levels; (2) New Forms of Assessment--including performance assessment; (3) Assessment of Traits--particularly abilities, interests, self-concept, and temperament; (4) Assessment for Diagnosis--especially for children with disabilities; (5) Assessment in Career Development--focusing on different facets of the measurement of career interest; (6) Social Context of Assessment--addressing fair and ethical practices; (7) Modifications for Special Assessment Circumstances--such as computers and for children with disabilities; (8) School Psychologist's Roles in Assessment; and (9) Assessment Professionalism--including the need to look at research on evaluation and assessments. The document includes ERIC searches on assessments in counseling and therapy and an ERIC/CASS resource pack, containing information on submitting documents to ERIC and using the ERIC system. (JE)

ED 382 921 CS 012 125

Commeyras, Michelle

Tracing the Evolution of Research: From Critical Thinking to Literacy Partnerships.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Classroom Environment; *Critical Thinking; Elementary Education; Grade 2; Grade 8; *Questioning Techniques; *Reading Instruction; *Reading Research; Thinking Skills
IDENTIFIERS- *Literacy as a Social Process; Questions; Student Empowerment

Several informal studies investigating what teaching methods lead to developments in critical thinking skills among elementary and secondary students suggest that students themselves may be the best means for teaching students. A researcher and a second-grade teacher, reflecting on three years of collaborative research, found that students are intuitive and inventive when it comes to writing their own questions for exploring the meaning of stories they have read for class. When the teacher relinquished control over the class by allowing students to determine the direction of discussion, she found that their thinking was in-depth and penetrating. Analyses of discussion videos and transcripts revealed a myriad of ways in which student-generated questions promoted critical thinking among the second-grade students. For example, students considered different ways of wording a question; they looked at how the presence or absence of a single word could affect its meaning. A second study initiated by an eighth-grade teacher interested in how the second graders formulated their own questions involved a collaboration between the second- and eighth-grade students. The eighth-grade teacher involved her students in devising and planning ways of studying the second graders' thinking. Their ideas resulted in a host of literacy activities. Further, the enthusiasm and interest the two groups took in each other developed reciprocal and mutually meaningful relationships. (Contains 18 references.) (TB)

ED 382 961 CS 214 841

Reed, Cheryl

So You Want To Teach at the Two-Year College: The Application Process.

PUB DATE- Mar 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

(150)
DESCRIPTORS- Audience Awareness; *College Instruction; *Employment Opportunities; Job Applicants; *Job Application; *Job Search Methods; Portfolios (Background Materials); *Resumes (Personal); Two Year Colleges; *Writing Teachers
IDENTIFIERS- English Teachers; *Professional Concerns

As veterans of several years' graduate training and teaching assistantships in Writing Programs, new degree holders entering the academic job market may assume they have an understanding, or at least an awareness, of audience and of discourse convention. But when it comes to their own job applications, they may be overlooking some of the very elements with which they should be most familiar. Here are some hints for those applying for composition and rhetoric positions at two-year institutions. First, the curriculum vita and application letter should indicate clearly how the applicant's specialization and experience fit the job description. Addenda and qualifiers can be added after the applicant has established his or her eligibility for the position. Second, application materials should be arranged in logical, easy-to-read blocks of information. Each document should work for the applicant; redundancy wastes space that could be used to demonstrate credibility with the institution and the position. Third, terms the applicant uses and terms used in the position announcement should be clarified. For instance, rather than writing "ABD," write, "I have finished my coursework and am presently completing my dissertation." Fourth, the applicant should go beyond his or her present job description and show his or her individual one-of-a-kind contributions to each position listed in the resume. (TB)

ED 383 020   CS 508 928

Rozema, Hazel J.
Communicating about Sexuality: An Interdisciplinary Undergraduate Honors Seminar.
PUB DATE- 15 Apr 95
NOTE- 15p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

(150)
DESCRIPTORS- Course Descriptions; Higher Education; Honors Curriculum; *Interdisciplinary Approach; *Interpersonal Communication; *Sex Education; *Sexuality; Speech Communication; Undergraduate Students
IDENTIFIERS- Gender Issues; *Millikin University IL; Sexual Attitudes

A course in the honors program (a sophomore level social science seminar) at Millikin University offers an interdisciplinary approach to communication and sexuality, functions as a course in the Gender Studies Minor curriculum, and provides a needed source of sex education for the campus. The purpose of the course is to facilitate communication about sexuality with partners, friends, and future children. Human sexuality is a multi-dimensional topic that can be studied through the lens of biology, psychology, sociology, morality and ethics, anthropology, and communication. Topics discussed in the course include sexual research, anatomy and physiology, communication about sexual issues, and a variety of other topics such as date rape, teenage pregnancy, incest, religion and sexuality, abortion, prostitution, and sexual harassment. The course includes a unit on debate, argumentation and refutation, in which students engage in debates over current sexual topics. Two required analysis papers help students to explore, and then re-examine at the end of the course, their own sexual values and attitudes. (SR)

ED 383 097 EA 026 754

Paperwork Reduction Pilot Projects: Interim Report.
PUB DATE- Mar 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Cost Effectiveness; *Costs; Efficiency; Elementary Secondary Education; *Federal Aid; *Lunch Programs; Program Effectiveness; Time Management
IDENTIFIERS- *School Lunch Program

This paper presented preliminary findings of a 4-year study to test alternatives to the annual application and daily meal-counting procedures in the National School Lunch Program (NSLP). It presents preliminary findings for school years 1990-91 and 1991-92. Data were collected from 12 pilot-site schools and school-food authorities (SFAs) to measure program effects on administrative burden, participation, Federal costs, and accountability. A survey of 214 households was also conducted to assess changes in eligibility status. Four types of pilot projects were examined--no-fee, direct certification, alternative application, and provision 1 and 2. Data show that no-fee, direct-certification, and alternative-application projects were successful in reducing time spent on paperwork. No-fee programs demonstrated the most cost savings per meal; however, federal costs increased in both no-fee and direct-certification projects. The three sites recruited to test the pilot procedures in Provision 1 and 2 schools experienced problems in implementing the pilot procedures. Survey data indicated that and direct-certification projects. Survey data indicated that 91 percent of the households retained their eligibility to receive free lunches. Twenty-nine tables are included. (LMI)

ED 383 136 EC 303 959

National Survey on Inclusive Education.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Definitions; *Disabilities; Educational Change; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *National Surveys; Program Development; Regular and Special Education Relationship; School Districts; Social Integration; Student Placement

This theme issue reports on a national survey to identify inclusive education programs for students with disabilities. First, chief state school officers were surveyed to identify local school districts where inclusion activities were taking place, including information about policy, funding, and evaluation. Next, districts identified were contacted and asked for information concerning their programs, including the sources of its initiation, the number and disabling conditions of the students involved, the nature of the inclusion program, changes in classroom practices and curriculum, consequences for staffing and school organization, parental involvement, evaluation activities undertaken, and materials developed. Preliminary findings indicate that inclusion programs are taking place in many both urban and rural districts in many states, that they are being initiated by various agents, that there is an emerging network of individuals and organizations involved, and that there is now a wide variety of materials on inclusive educational practices available. Seven factors necessary for restructuring and inclusion are identified: (1) visionary leadership, (2) collaboration, (3) refocussed use of assessment, (4) supports for staff and students, (5) funding, (6) effective parental involvement, and (7) models and classroom practices that support inclusion. A definition of inclusive education is also provided. (DB)

ED 383 176 FL 022 944

Vilke, Mirjana
Children and Foreign Languages. European Teachers' Seminar
(Zagreb, Croatia, May 4-7, 1994). Report.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Collected Works - Serials (022)
DESCRIPTORS- Articulation (Education); Children; *Curriculum
Design; Elementary Education; English (Second Language); *FLES;
Foreign Countries; French; German; Inservice Teacher Education;
Italian; Language Skills; Lesson Plans; Program Design; Program
Evaluation; Recreational Activities; Second Language
Instruction; *Second Languages; Workshops
IDENTIFIERS- Austria; Croatia; Germany; Scotland

A 4-day inservice teacher workshop, held so that teachers from a number of countries could share ideas and experiences about foreign language teaching at the elementary school level, is described. Speeches and events of each day are summarized briefly, and plenary sessions are chronicled in somewhat more detail. The latter include: a description of a Croatian project to introduce foreign language instruction in elementary schools, including principal findings concerning program design, learner age, desired teacher characteristics, content, objectives, and teaching conditions; a study of cognitive and affective characteristics of young learners; an overview of elementary school pilot projects in Scotland; discussion of foreign language communication by young learners; notes on German curriculum design; results of a survey of teachers in the Croatian project; description of English language teaching in Viennese (Austria) elementary schools; and perspectives on elementary teacher training and articulation with secondary education. Proceedings of smaller workshops on English, French, and German teaching are also chronicled. Conference social activities and evaluation efforts are noted briefly. Appended materials include a conference schedule, list of participants, sample lesson plans for English, French, German, and Italian, and a list of materials produced in the Croatian project. (MSE)

ED 383 196 FL 022 995

Takala, Sauli
Diploma of Proficiency in Teaching in English.
PUB DATE- 94
NOTE- 6p.; In: Content Instruction through a Foreign Language. A Report on the 1992-93 TCE Programme; see FL 022 992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Course Content; Course Objectives; *English (Second Language); Foreign Countries; *Inservice Teacher Education; Instructional Materials; *Language Proficiency; *Language Tests; Measurement Techniques; Oral Language; Rating Scales; Reading Comprehension; Scores; Second Language Instruction; Student Participation; *Test Content; Vocabulary Development
IDENTIFIERS- *Content Area Teaching; *Finland

One of the main aims of the Teaching Content in a Foreign Language (TCFL) program, an in-service teacher training program at the Continuing Education Centre of the University of Jyvaskyla (Finland), was to improve the participants' proficiency in English. To promote this objective, English was made the operating language for the whole program. English was used as the language of instruction and discussion, almost all material was in English, and the participants were encouraged to use English in their informal contacts as well. The principle of "English only" worked well as there was an extensive exposure to spoken and written English. Participants' proficiency was tested at the beginning and end of the program. The proficiency test was based on a nine-point proficiency scale and consisted of listening comprehension, speaking, reading, writing, vocabulary and grammar sections. A sample diploma of proficiency in teaching in English is appended as well as the overall proficiency rating scale. (CK)

(YLB)

ED 382 766   CE 068 400

Jones, Bernie
Taking Action: Community Development Strategies and Tactics.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Citizen Participation; Community Cooperation; *Community Development; *Problem Solving; Quality of Life; *Strategic Planning

Community development makes use of what is now called strategic thinking and strategic planning. One crucial step in this process is developing strategies (and the subsequent tactics). First, the community development practitioner must assess the situation thoughtfully, and find out what resources the community has available, what is achievable, and where the community stands in relation to the other parties involved. Second, a careful reading must be done of the community. Considerations include the community's history and style, availability of resources, political stature of a community, and the effect the strategy might have upon the community. Third, the community development practitioner must examine his or her won personal ideology and values. Fourth, the practitioner should adhere to the following principles about strategizing: the principle of least contest; do not give anyone the chance to delegitimize one's client; give others a chance to respond to your action or position before taking another round of action; give others a change to "save face"; build upon the strengths and skills of one's constituency; be sure the general public understands what you are doing; and the principle of equifinality. Finally, the practitioner must be aware of what he or she and the community are willing to do within the range of possibilities. (Contains 12 references.) (YLB)

ED 382 842 CE 068 982

Cassara, Beverly Benner, Ed.
Adult Education through World Collaboration.
PUB DATE- 95

NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adult Education; Agency Role; Cooperative Planning; Democracy; Developing Nations; Educational Needs; Educational Objectives; Educational Trends; Environmental Education; *Financial Support; Foreign Countries; *Global Approach; Information Networks; *International Cooperation; *International Educational Exchange; Labor Force Development; Peace; Politics of Education; *Program Development; Volunteers; Womens Education
IDENTIFIERS- Canada; Germany; *International Council for Adult Education; Japan; Netherlands; Sweden; United Nations; World Bank

This book contains the following papers about development/delivery of adult education through the efforts of multinational and bilateral government donors and the International Council for Adult Education (ICAE): "Preface" (Beverly Benner Cassara); "Introduction: Adult Education and Democracy" (Francisco Vio Grossi); "Adult Education and the Changing Role of UNESCO and of the UN Organizations" (Paul Belanger); "Adult Education and the World Bank" (John B. Holden, James R. Dorland); "Towards a New North-South Internationalism: Adult Education and the Voluntary Sector" (Lawrence S. Cumming); "The Political Economy of Nongovernment Organizations" (Paul Wangoola); "Canada: Official Development Assistance and Human Resource Development" (Jack D. McNie, Daniel C. Andreae); "Germany: International Cooperation in Adult Education--the DVV's Department for International Cooperation's Professional Partnership and Solidarity" (Heribert Hinzen); "Japan: Cooperation in Adult Education in Developing Countries" (Ken Motoki, Yasumasa Hirasawa); "Sweden: Adult Education for Democracy" (Gunnar Rydstrom); "The Netherlands: Dutch Viewpoints on Adult Education in Developing Countries" (Kees P. Epskamp); "The United States: Adult Education within the Foreign Aid Program" (John P. Comings); "Building a Global Learning Network: The International Council for Adult Education" (Budd L. Hall); "Adult Education for Peace" (Helena Kekkonen); "Learning for Environmental Action: Building International Consensus" (Darlene E. Clover); "History and Development of the ICAE Literacy Program" (Patricia Rodney); "Women's Education: Challenges to the Adult Education Movement" (Patricia Ellis); and "Coming of Age" (Ana Maria Quiroz). (MN)

ED 382 881 CE 069 084

Small, Nick, Ed.
The Learning Society: Political Rhetoric and Electoral Reality.
PUB DATE- 92
NOTE- 63p.; Foreword by Richard Hoggart.
LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; Continuing Education; Educational Needs; Educational Objectives; *Educational Policy; Foreign Countries; *Lifelong Learning; *Political Campaigns; Political Issues; *Political Parties; *Politics of Education; Position Papers; *Public Policy
IDENTIFIERS- *Great Britain

This document, which is designed to assess the political realities for lifelong learning in Great Britain in the 1990s, contains five papers. The introductory papers, "Editor's Preface" (Nick Small) and "Foreword" (Richard Hoggart), set the stage for the remaining three papers and present a brief overview of their contents and scope. "The Learning Society: Rhetoric and Reality in 1992" (Frank Molyneux) analyzes the standing of lifelong education in the preelection policy papers of Great Britain's Conservative, Labour, and Liberal Democrat parties. John Taylor's paper "Lifelong Learning and the Election Campaign" examines the extent to which continuing education figured in media coverage of Great Britain's last election campaign. Finally, "The Language of Priorities" (Gerry Fowler) reviews education and training provision in a broader context, with special attention to the gaps between party policies and the developments needed in lifelong learning and continuing education for adults. Appended are excerpts from the Conservative Party, Labour Party, and Liberal Democrat Party manifestos pertaining to education and training. Also included are brief profiles of the authors and lists of the principles on which the Association for Lifelong Learning (ALL) is based, the ALL's primary objectives, and selected ALL publications. (MN)

ED 382 943 CS 012 157

Mizelle, Nancy B.; Metsala, Jamie Lynn

Profiles of Progress on Literacy Engagement: An Update from the National Reading Research Center.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 95

NOTE- 53p.; Paper presented at the Annual Meeting of the America Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Education; Equal Education; *Literacy; Literature Reviews; Program Descriptions; Reading Attitudes; Reading Instruction; *Reading Research; *Research Needs

IDENTIFIERS- *National Reading Research Center; *Reading Motivation

This paper provides insight into the history and growth of the National Reading Research Center (NRRC), that was charged to engage in research aimed at improving the reading proficiency of all students and to develop a broad, comprehensive model of reading acquisition that integrates the various cognitive, social, motivational, cultural, and instructional elements. The paper begins with an overview of the NRRC's mission and research agenda that acknowledges and addresses four pervasive problems: (1) too many Americans lack the ability and the desire to read and write; (2) the crisis in equity; (3) the nature of current reading instruction; and (4) the prevalence of decontextualized reading research. The paper next discusses how the research is unified by an "engagement perspective," which is based on the assumption that students acquire the competencies and motivations to read for diverse purposes. The paper then presents a brief description of nine research objectives, followed by an outline of how collaborative research has been and remains central to the NRRC. The paper next discusses the research structure for the first four years of the NRRC. The paper then discusses in detail the five strands of research undertaken during the third year of the project, which was designed to extend the knowledge base about how to cultivate highly motivated, self-determining readers who are the architects of their own learning. The paper concludes with an overview of projects for the fourth year of the NRRC. (Contains 51 references and lists of projects for the third and fourth years of the five-year project.) (RS)

ED 382 982 CS 214 865

Riga, Frank P.
Good Guys Finish Last: "Tom Brown's School Days" and "Flashman."
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Joint Meeting of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Educational History; *English Literature; Ethical Instruction; *Literary Criticism; Literature Appreciation; Moral Issues; *Nineteenth Century Literature; Novels; Satire; *Secondary Education
IDENTIFIERS- *Flashman (Fraser); Historical Background; *Tom Browns School Days; Victorian Period

Instructors and students of literature should look to George McDonald Fraser's "Flashman: From the Flashman Papers, 1839-1842" for a clever critique of 19th-century notions of character, virtue, and moral teleology. Written to criticize Thomas Hughes's famous 19th-century novel, "Tom Brown's School Days," Fraser's 20th-century novel turns on end the Victorian assumption that courage, virtue, fortitude and leadership, as taught in the English schools, lead to good deeds and success in the real world. In Fraser's novel, Harry Flashman, the rogue and scoundrel from "Tom Brown's School Days," tells his side of the story through some papers that fall into the fictive narrator/editor's hands. Far from the failure "Tom Brown's School Day's" suggests he will grow up to be, Flashman, with none of the qualities needed for success, has acquired four inches of meritorious accomplishments in "Who's Who." In his old age, Flashman goes about explaining the discrepancy between his public image as a heroic soldier and his private notion of himself as cheat and fraud. He has no use for military character. By giving the reader an engaging and humorous rogue for a hero and narrator, Fraser can look at the history of the 19th century with the caustic vision and cutting satire associated with picaresque realism. (TB)

ED 383 040 EA 026 486

Groff, Warren H.
New Habits of Mind and Heart: Collaboration and Strategic Alliances.
PUB DATE- 94
NOTE- 66p.; For related document, see ED 370 181.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120)
DESCRIPTORS- Computer Mediated Communication; Educational Cooperation; Educational Planning; Elementary Secondary Education; *Human Resources; *Information Networks; Information Systems; *Information Technology; *Information Utilization; Management Information Systems; *Strategic Planning; Technological Advancement; Telecommunications
IDENTIFIERS- *Pennsylvania

In 1993, The Pennsylvania State Board of Education approved 15 performance-based education goals that contain 53 student learning outcomes. Boards of education and superintendents must create and implement strategic plans that specify how school districts and area vocational-technical schools will help students reach the intended outcomes. This paper takes the position that without access to the latest technology, learners receive less than a complete education. Contemporary communication and information technologies hold the potential for re-engineering traditional education and creating new learning communities. The paper proposes building learning communities through a Leadership and Human Resources Development Academy, which would design and perfect a human-resources development system. The academy would: (1) raise the level of awareness about information essential to strategic planning and re-engineering the learning experience; (2) provide assistance to school districts in various phases of strategic planning; (3) serve as a link between public- and private-sector institutions; and (4) help to develop multi-year action plans and acquire fiscal resources. School districts need help in strategic planning; the paper describes strategic-planning activities in the Philadelphia area and collaborative arrangements within southeastern Pennsylvania. Appendices contain information on strategic planning within intermediate units in the Philadelphia school system and information on using electronic delivery systems for educational restructuring. Contains 65 references. (LMI)

ED 383 059 EA 026 710

Environmental Quality of Schools. Report to the New York State Board of Regents.

PUB DATE- 94

NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Air Pollution; Asbestos; Elementary Secondary Education; Environmental Influences; *Environmental Standards; Hazardous Materials; Occupational Safety and Health; Pesticides; *Physical Environment; Radiation; *School Safety; *State Action; State Legislation
IDENTIFIERS- *New York

Education reform, besides focusing on teaching and learning, must also address the need to maintain a safe, secure, and healthy school environment. As outlined in "A New Compact for Learning," the New York State Education Department and New York educators are responsible for ensuring the safety of school buildings. Students in school buildings are not covered by the laws that regulate the health and safety of workplace environments. Also, there are no provisions in law for a parent's or student's "right to know" about hazardous conditions in their school environment. The Regents Advisory Committee on Environmental Quality in Schools was created to develop recommendations for policy and action to improve the environmental quality of schools. This document presents an overview of the environmental quality of schools in New York and committee recommendations. The introduction presents an overview of conditions in school buildings that threaten students' health: asbestos, electromagnetic fields, hazardous materials, indoor air quality, lead, pesticides, and radon. The second section provides information about the Regents Advisory Committee and its members. Section 3 offers the committee's 16 detailed recommendations for meeting environmental standards in public schools. Appendices contain: (1) a legal analysis by the State Education Department Office of Counsel and appropriate sections of education law governing environmental health issues; (2) the legal and fiscal implications of the proposals of the Regents Advisory Committee on Environmental Quality in Schools prepared by the State Education Department; (3) an October 1993 report on environmental quality in schools; and (4) a summary of recommendations derived from public hearings on the environmental quality of schools. (LMI)

ED 383 079 EA 026 733

Multiage Grouping. Occasional Paper Series: Volume IX, Number 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Continuous Progress Plan; Developmental Continuity Elementary Secondary Education; *Flexible Progression; Instructional Program Divisions; *Mixed Age Grouping; Multiuni Schools; *Nongraded Instructional Grouping; Open Education; School Organization; *Student Centered Curriculum; Student Development

Multiage grouping is one way schools can organize around stude and their learning. In multiage grouping, students of different chronological ages are intentionally assigned to the same classroom. Multiage grouping may also be called "mixed age." Other terms, such as "nongraded," "ungraded," "multigrade," or "split-grade," are often used interchangeably with mixed-age grouping but can mean different things. This document describes, through a question-and-answer format, what multiage grouping is and how it operates. The following concerns are addressed: the multiage philosophical basis, benefits, patterns of age grouping, the optimal age spread of a classroom, ways in which learning is managed, curriculum, teacher qualifications and needs, resources and instructional strategies, parent involvement, and the amount of time needed for implementation of a multiage program. Characteristics of multiage classrooms include: more positive student attitudes; fewer classroom management problems; yearly continuity; a norm that values each child; cooperative learning; and a family-like atmosphere. Contains a representative list of schools using multiage grouping in the northeast and four references. (LMI)

ED 383 156 EC 303 981

Thornton, Shirley A.; Spiesberger, Bonnie
Transforming Schools: Finding Success for Students at Risk
through Systemic Change.

PUB DATE- 94
NOTE- 182p.; Prepared by Resources in Special Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Agents; *Change Strategies; *Educational Change; Educational Quality; Educational Trends; Elementary Secondary Education; High Risk Students; *Models; Organizational Change; Program Development; Program Implementation; *School Based Management; School Restructuring; *Special Needs Students
IDENTIFIERS- California; *Diversity (Student)

This manual is designed to assist California school personnel to respond to the increasing diversity in student populations, with a change process based on principles of shared leadership through a decentralized site-based management method. The organization change model utilized by the pilot schools is the California Local Education Reform Network process. The first chapter provides an overview of how the nation in general, and California in particular, have responded to the pressures of change in the schools. The second chapter looks at the organizational readiness stage of needs assessment, including securing district and site leadership commitment to change, the site-based management decision to restructure, and new roles for participants. Chapter 3 focuses on the orientation stage of needs assessment and covers such aspects as selecting a site leadership team, writing a mission statement, and data collection. Risk assessment and diagnosis are the focus of the fourth chapter, which offers guidelines for analyzing the situation, obtaining technical support, and reporting to the school community. Each of the next four chapters addresses an aspect of implementing for quality achievement. The four aspects are: (1) prescription (such as organizing for planning and building consensus); (2) intervention (converting plans into action and maintaining momentum); (3) evaluation (monitoring dimensions of change and evaluating results); and (4) institutionalization (favorable conditions for institutionalization and removing institutionalization barriers). Appendices provide sample materials used in specific school districts. (Contains 47 references.)

ED 383 218 FL 023 063

Bulloch, Nancy V.; Schilling, Trina K.

Integrating Content in the ESL Classroom. A Thematic Approach: Climate and Weather in Grade 7 Science.

PUB DATE- 24 Jun 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Climate; *English (Second Language); Grade 7; Junior High Schools; Limited English Speaking; *Science Instruction; Secondary School Science; Second Language Instruction; Thematic Approach; *Weather; Worksheets
IDENTIFIERS- Content Area Teaching

A 2-week instructional unit on weather and climate, designed for seventh grade limited-English-proficient students, is presented. Each lesson plan uses a variety of teaching techniques and provides extension activities that can be adapted to students with higher proficiency ratings. Most of the units are intended for completion in 1 or 2 days, but some may be shortened or lengthened according to student and teacher interests. A variety of science experiments that can be implemented during the lesson are included. Student worksheets and handouts are also included. Contains 10 weather references. (MSE)

ED 382 804 CE 068 887

Hollin, Freda, Comp.; Rowbottom, Nancy, Comp.
Basic Skills Software Guide for the Apple Macintosh, Acorn Archimedes, RM Nimbus, IBM PC and Compatibles. Second Edition.
PUB DATE- Mar 95
NOTE- 80p.; Updated by Freda Hollin and Maggie Jakeman.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Basic Skills; Computer Assisted Instruction; *Computer Software; Courseware; Databases; Desktop Publishing; *English (Second Language); Foreign Countries; Job Skills; *Numeracy; Spreadsheets
IDENTIFIERS- Great Britain

This British guide contains reviews of software available for Basic Skills, including English for Speakers of Other Languages, in both education and training for employment. In addition, it offers guidance on how to use software effectively to develop basic skills. Section 1 provides information about the following aspects of the guide: computers and compatibility, windows, software included, prices, suppliers, and types of software--content free, dedicated, drill and practice, computer-based learning and training, and multimedia. Section 2 categorizes the software for literacy into these groups: literacy, numeracy, work skills, word processors, databases, spreadsheets, integrated packages, and desktop publishing. Before the appropriate category, information is provided on using a word processor, using a database, using a spreadsheet, integrated packages, and desktop publishing. Each review is accompanied by this information in a sidebar format: make of computer, price, publisher, and availability. Over 150 software packages are reviewed. Three indexes are provided: subject, computer, and publisher. Addresses of British publishers and distributors are appended. (YLB)

ED 383 001 CS 214 902

Markman, Roberta H.; And Others

10 Steps in Writing the Research Paper. Fourth Edition.

PUB DATE- 89
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Higher Education; High Schools; Plagiarism; *Research Papers (Students); *Research Skills; *Writing Processes; *Writing Skills
IDENTIFIERS- Writing Contexts

Retaining the compact format of earlier editions, this updated book presents techniques and models for high school and college students to write successful research papers. After a preface and an introduction to research, the book discusses the 10 steps in writing a research paper: (1) find a subject; (2) read a general article; (3) formulate a temporary thesis and a temporary outline; (4) prepare the preliminary bibliography; (5) take notes from relevant sources; (6) label notecards and revise working outline; (7) write the first draft; (8) revise the text, write introduction and conclusion; (9) parenthetical references or footnotes on draft; and (10) put the paper in final form. The book also presents excerpts from a sample research paper to illustrate the parenthetical reference method and the traditional footnote method. It also discusses how to avoid plagiarism and how to master the library. Appendixes define research terms and discuss library classification systems, reference materials, abbreviations used in research, Roman numerals, and basic punctuation. (RS)

ED 383 116 EA 026 777

Webster, William G., Sr.
Learner-Centered Principalship: The Principal As Teacher of Teachers.
PUB DATE- 94
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; Educational Environment; Elementary Secondary Education; Instructional Development; *Instructional Leadership; *Leadership Responsibility; Organizational Climate; *Principals; School Administration; *Teacher Administrator Relationship; Teacher Evaluation

This book argues that principals must not only manage their schools, but more important, they must direct the learning in the schools. Chapter 1 describes the rewards, meaning, and challenges of an effective, learner-centered principalship. Chapter 2 details the personal and professional qualities of an effective principal, and chapter 3 describes the major roles of a learner-centered principalship. The legal basis for and limitations of the principal's authority are addressed in the fourth chapter. Chapters 5 and 6 offer suggestions for creating an effective learning climate and handling student-adjustment problems. The final four chapters provide strategies for improving staff competence, directing the organization of instruction, evaluating teaching staff members, and documenting teacher effectiveness. Twenty figures, nine tables, and an extensive bibliography are included. (LMI)

ED 382 786 CE 068 850

Kiger, Derick M.
Assessing Adult Motivation To Disengage a Community College's Multi-Step Admissions Process.
SPONS. AGENCY- Ohio Association for Adult and Continuing Education.
PUB DATE- Apr 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Students; *College Admission; Community Colleges; Educational Attitudes; Educational Research; *Persistence; *School Attitudes; Student Attitudes; *Student Motivation; *Two Year Colleges

Adults who had completed at least a portion of a large suburban community college's multistep admissions process were surveyed during the 1994 academic year to identify what motivated them to engage the institution (defined as persisting through the steps of the admissions process). Of 291 adult participants, 93 voluntarily disengaged the admissions process, and 198 engaged and matriculated. Each group of adult learners was administered a survey designed to assess their motivation to engage the community college and another designed to identify factors they considered a threat to their matriculating persistence. The factors ranked most highly as primary motivation centered around career development issues, such as preparation for a new occupation and increasing earning potential. The variety of degree and certificate opportunities was also cited as a reason to engage the community college. The adults identified the following motivating factors that may have threatened their persistence to complete the multistep admissions process: cost of tuition, inaccessibility of financial aid, and fear of taking tests. The results of a one-way analysis of variance showed several statistically significant differences between matriculators and disengagers. Results suggested that adults not primarily motivated by career development factors most likely disengaged from the admissions process because of their perception of cost, inaccessibility of financial aid, and anxiety about taking tests. (Contains 19 references, 4 tables, and survey instruments.) (YLB)

ED 382 823 CE 068 926

Imel, Susan

Workplace Literacy: Trends in the Literature. Trends and Issues Alerts.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Basic Education; Annotated Bibliographies; Curriculum Development; Educational Cooperation; *Educational Research; *Educational Trends; *Literacy Education; Participative Decision Making; Partnerships in Education; Professional Development; Program Development; State of the Art Reviews; Teacher Education; Teaching Methods; Trend Analysis
IDENTIFIERS- *Workplace Literacy

The literature base on workplace literacy is continuing to develop at an unprecedented pace. As of March 1995, the ERIC database contained over 900 items indexed with the term "workplace literacy." Of those publications, nearly 400 (44%) were added since 1992. The following trends have been observed in the workplace literacy literature since 1992: the literature related to workplace literacy is continuing to expand; the literature is reflecting a movement toward a more participatory or collaborative approach to workplace literacy; a research base on workplace literacy is emerging; resources on staff development and teacher training are becoming available; and materials on curriculum development and approaches are continuing to expand. (An annotated list of 22 print resources dealing with workplace literacy is included.) (MN)

ED 382 922 CS 012 131

Ryan, Bazy E. B.; Smith, Lyle R.
Language Arts Achievement Level, Attitude Survey Format, and Adolescents' Attitudes toward Reading.

PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Grade 6; Intermediate Grades; *Language Arts; Middle Schools; Reader Response; *Reading Attitudes; Reading Research; Reading Tests; *Student Attitudes; Student Surveys
IDENTIFIERS- McDuffie County School District GA

Numerous studies have focused on attitudes toward reading and how to measure such attitudes. The present study examined the effects of both the survey format and the reading abilities of 82 sixth graders at a middle school in McDuffie County, Georgia. Since all of the students had taken the Iowa Tests of Basic Skills, the language arts composite scores of those tests were used to group the students into categories: below average, average, and above average. Two formats of the attitude survey were used, one with the Likert-type scale (four options), the other with a pictorial representation of the Likert-type scale using sketches of the comic strip character, Garfield, as very happy, slightly smiling, mildly upset, or very upset. Results showed that student ability did not significantly affect attitude test scores. However, the main effect due to format was significant; the Likert-type format produced significantly higher scores than the Garfield format. The interaction between ability level and format also was significant. Tukey's tests indicated that there was no significant difference between attitudes of above average students given the Likert-type scale and above average students given the Garfield format. However, average students and below average students both had significantly higher attitude scores when they were given the Likert-type format than when they were given the Garfield format. Findings suggest that attitude responses of adolescents can be manipulated by varying the survey format. (Includes three tables of data and the survey instrument.) (TB)

ED 383 098 EA 026 755

Patterson, Jean A.

Shattering the Glass Ceiling: Women in School Administration.

PUB DATE- 94
NOTE- 16p.; Paper presented at the Women's Studies Graduate Symposium (Chapel Hill, NC, March 25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Females; Leadership; *Minority Groups; Organizational Change; *Power Structure; Sex Bias; Sex Discrimination; *Women Administrators
IDENTIFIERS- *Glass Ceiling; *North Carolina

Consistent with national trends, white males hold the majority of public school administrator positions in North Carolina. This paper examines the barriers and underlying assumptions that have prevented women and minorities from gaining access to high-level positions in educational administration. These include: (1) the assumption that leadership as defined by white males is superior; (2) the tendency of those in power to avoid cultural conflict; (3) the historically based separation of management functions from teaching; (4) the adherence to a bureaucratic school structure; and (5) socialization processes that limit women from aspiring to leadership positions. The paper also describes the role of women and minorities in carrying out the leadership goals recommended by the North Carolina Educational Leadership Task Force--defining a purpose, moving from management to leadership, changing organizational structures, fostering the development of learning communities, and enhancing educational quality and equity. Contains 17 references. (LMI)

ED 383 137 EC 303 960

Lillie, Timothy

Stress, Coping, and the Family: Comparing Fathers and Mothers of Children with Disabilities.

PUB DATE- 16 Nov 94
NOTE- 17p.; Paper presented at the Statewide Special Education Conference (Pierre, SD, November 16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adjustment (to Environment); *Child Rearing; Children; Coping; *Disabilities; *Emotional Adjustment; Family Problems; *Father Attitudes; *Fathers; Mother Attitudes; Mothers; Sex Differences; Stress Management; Stress Variables
IDENTIFIERS- *ABC X Model (Hill)

This literature review compares the adjustment of mothers and fathers to the stress resulting from having a child with a disability. The ABCX model developed by Hill was selected for the analysis due to its emphasis on the response to stress in general of both the family as a whole and of individual family members. The model distinguishes between adjustment (reactions to routine transitions) and adaptation (reactions to crisis situations). The model identifies five family types: balanced, regenerative, resilient, rhythmic, and traditionalistic. A chart compares findings of seven studies on differences between mothers and fathers on a variety of issues. Results suggest that fathers and mothers react differently to stress and, therefore, may need to be viewed differently by educators. Two figures illustrate the adjustment and adaptation phases. (Contains 15 references.) (DB)

ED 383 177 FL 022 947

Vignola, Marie-Josee
Les prises de decision lors du processus d'ecriture en langue maternelle et en langue seconde chez les diplomes d'immersion francaise (The Decision-Making Processes in Native and Second Language Writing among French Immersion Graduates).
PUB DATE- 95
NOTE- 192p.
LANGUAGE- French
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Decision Making; English; Foreign Countries; *French; Higher Education; *Immersion Programs; Language Processing; Language Proficiency; Language Skills; Outcomes of Education; Protocol Analysis; *Second Languages; *Transfer of Training; *Writing Processes; Writing Skills; Written Language
IDENTIFIERS- *Native Language

The study described here attempted to shed light on decision-making during first language (English) and second language (French) writing processes of French immersion program graduates. It also replicated part of a previous study on the role of first language (L1) writing skills and second language (L2) competence when writing in L2. A think-aloud protocol was produced by 17 first-year university students who had participated in the immersion program, and analyzed for patterns of decision-making. Results indicate that the L1 writing skills and L2 global competence seemed to be independently related to L2 writing skills. In addition, advanced L1 writing skills combined with advanced L2 global competence seemed necessary for production of superior quality L2 writing. For this group, it was found that decision-making during the writing process varied more as a function of their L1 writing skills than as a function of L2 global competence. Also, three strategies stood out in the verbal protocols of those producing superior quality compositions in both languages: (1) strong writers seemed more critical of their text; (2) they used more procedures (e.g., note-taking, checking, reading, dictionary searching); and (3) strong writers made more complex decisions than did weaker writers. (Author/MSE)

ED 383 197 FL 022 996

Takala, Sauli
Action Research in the Classroom.
PUB DATE- 94
NOTE- 11p.; In: Content Instruction through a Foreign Language. A Report on the 1992-93 TCE Programme; see FL 022 992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Action Research; Change Agents; *Class Activities; Classroom Observation Techniques; Creative Thinking; Decision Making; *Discovery Processes; Elementary Secondary Education; Foreign Countries; Learning Activities; Measurement Techniques; *Problem Solving; *Teacher Attitudes; *Teacher Effectiveness; Teacher Role
IDENTIFIERS- *Content Area Teaching; Finland

The gap between researchers and teachers has minimized the impact that research should have on school development. Using teachers as researchers is one way of empowering them to adopt the perspective of the researcher. Research-oriented activity is then seen as one promising means of improving the teachers' pedagogical expertise. It is assumed that teachers will be better able to make decisions about their teaching if their judgments are supported by their own inquiries. Teacher research is typically action research, which links investigation with efforts to solve practical problems or develop new programs. In order to be able to do teacher research, teachers will have to be solvers of educational problems. They will have to be able to discover and define problems, to think of promising alternatives of solving them, to observe and document activities, to reflect on the observations and, ideally, to report on the changes in their pedagogical thinking. The stages in action research include problem identification, creating a solution to the problem, implementing the solution, evaluating the solution, and modifying one's ideas and practice in the light of the evaluation. Finding and defining a good research question is the most important and difficult part of a research project. In the case of the teaching content through English or a foreign language, classroom research questions could deal with the following: goals of pilot projects; materials; methods; students' learning outcomes; students' affective attitudes; comparison between content-based language classes and "normal" classes; change in one's views and teaching practices; perception of successes and problems; impact on relations with colleagues; impact on the school; parent's views and attitudes; and reflection on what was done and achieved. Some hints for doing action research/teacher research are offered. (Contains 44 references.) (CK)

ED 382 767 CE 068 624

Texas JOBS Program Evaluation. Final Report.

SPONS. AGENCY- Texas Education Agency, Austin.; Texas State Dept. of Commerce, Austin.; Texas State Dept. of Human Services, Austin.
PUB DATE- Mar 94
NOTE- 393p.; For the second-year report, see CE 068 625.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Cost Effectiveness; Economically Disadvantaged; Employment Patterns; *Employment Programs; Enrollment Trends; *Job Training; *Program Effectiveness; Program Evaluation; Program Implementation; Referral; State Programs; Statewide Planning; Vocational Education; Wages; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Job Opportunities and Basic Skills Program; *Texas

This report on the early implementation of the Texas Job Opportunities and Basic Skills (JOBS) program and its impact on participants begins with an executive summary. An introduction outlines key research questions, components, and timelines. Section II covers program design and implementation and substate variations. The next five sections address the research questions. Section III analyzes resources and

important aspects of service delivery to address resource availability, assessment and service planning, and referral and enrollment patterns. Section IV on activities and services analyzes patterns of participation in activities and services statewide and across the six entering participant cohorts. Section V on program outcomes describes the quasi-experimental analysis, presents immediate and longer-term net impact estimates, presents statewide Aid to Families with Dependent Children and employment and earnings impacts, explores influence of important program factors, and discusses substate variations. Section VI describes the approach and results from the JOBS participant perceptions interviews. Section VII on multiagency benefits/costs summarizes the methodology used in the analysis and presents estimates. Section VIII presents conclusions, observations, and policy implications. Appendixes include 154 references, participation patterns, methodology to measure program impacts, statistical results of impact analyses, survey methodology, and program cost data sources. (YLB)

ED 382 862 CE 069 019

Education's Impact on Economic Competitiveness. Hearing on Examining Education's Impact on Economic Competitiveness before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, One Hundred Fourth Congress, First Session.

PUB DATE- 2 Feb 95
NOTE- 121p.; Small type may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Economic Development; *Economic Impact; *Education Work Relationship; Federal Aid; Financial Support; Hearings; *Outcomes of Education; Policy Formation; Position Papers; Postsecondary Education; Public Policy; *Role of Education; Salary Wage Differentials; *School Business Relationship; Secondary Education; Taxes; *Vocational Education
IDENTIFIERS- Congress 104th; *Economic Competitiveness

This document contains the text of testimony presented at a congressional hearing examining education's role in economic competitiveness. Senator James M. Jefford's opening statement is followed by testimony given by representatives of the following agencies and organizations: TRW, Inc., Circuit City Stores, Inc., McGraw-Hill, Inc., Drew University, U.S. Bureau of the Census, University of Southern California, Cornell University, and Knowledge Network for All Americans. Also included is a paper titled "Improving Education: How Large Are the Benefits? How Can It Be Done Efficiently?" (Bishop), and a paper titled "Improving National Economic Competitiveness through Educational Investment" (Lloyd). Charts summarizing the following are contained in the testimony: average annual federal taxes by family for 1991; change in median family income by education; education loan debt; employment by major economic sector from 1800 to 1993; the growing gap between individuals based on mastery of the skills required for economic competitiveness; distribution of available capital stocks in the U.S. business economy; components fueling domestic economic growth in the United States from 1929 to 1990; and shifts in federal budget priorities from 1993 to 1995. (MN)

ED 382 882 CE 069 086

Percy, Keith; And Others
Self-Directed Learning among Adults: The Challenge for Continuing Educators.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Comparative Analysis; Continuing Education; Definitions; *Educational Research; *Educational Trends; Foreign Countries; *Independent Study; Literature Reviews; National Surveys; Nonformal Education; Participation; *Theory Practice Relationship; Trend Analysis
IDENTIFIERS- *Great Britain; *North America; Tough (Allen)

During the past 25 years, self-directed, informal, and independent learning by adults has been the subject of a significant amount of research in North America but comparatively little research in Great Britain. In the United States and Canada, "self-directed learning" has become an umbrella term that has been used by different researchers in a wide range of disciplines to describe a wide variety of phenomena. Allen Tough, who began studying self-directed learning in the 1960s, identified the tasks addressed and assistance obtained during self-teaching projects and the major reasons why adults begin and continue learning projects. Tough's work generated a massive amount of interest in the topic of adults' independent learning efforts, including the first national investigation of self-initiated learning by Penland in 1979, Brockett's 1983 study of self-directed learning among undereducated adults, and several major studies of the organizing circumstances of self-directed learning. Stephen Brookfield has been Great Britain's most prolific writer on self-directed learning. His 1980 doctoral dissertation paved the way for later qualitative and quantitative studies of self-directed learning in Great Britain. British efforts to study self-directed learning have just begun, however, and much more empirical evidence remains to be gathered. (Contains 67 references.) (MN)

ED 382 902 CG 026 242

Kann, Laura; And Others
Youth Risk Behavior Surveillance--United States, 1993. CDC
Surveillance Summaries.
PUB DATE- 24 Mar 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Drinking; *Drug Use; Health Activities; High Schools; Homicide; *Nutrition; *Physical Activity Level; Risk; Self Destructive Behavior; Self Injurious Behavior; *Sexuality; *Smoking; Statistical Surveys; Suicide; Tables (Data); Violence
IDENTIFIERS- Risk Taking Behavior; *Youth Risk Behavior Survey

The Youth Risk Behavior Surveillance Systems monitor six categories of priority health risk behaviors among youth and young adults: (1) behaviors that contribute to intentional or unintentional injuries; (2) tobacco use (3) alcohol and other drug use; (4) sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases; (5) unhealthy dietary behaviors; and (6) physical inactivity. This report summarizes results from the national survey; 24 state surveys; and nine local surveys conducted among high school students during February through May 1993. Results include: 72% of all deaths among school-age youth and young adults are from four causes: motor vehicle crashes, other unintentional injuries, homicide, and suicide; 22.1% of youth had carried a weapon during the 30 days preceding the survey; 8.6% had attempted suicide during the 12 months preceding the survey; 53% of high school students had had sexual intercourse; 30.5% of high school students had smoked cigarettes during the 30 days preceding the survey; and only 15.4% had eaten five or more servings of fruits and vegetables on the day preceding the survey. The document includes a list of reports published in

CDC surveillance summaries since January 1, 1985, 25 tables of data, and an appendix of state and local youth risk behavior surveillance system coordinators. (JE)

ED 382 962 CS 214 842

Sullivan, Mary
Negotiating Gender Knowledge.

PUB DATE- 23 Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995). For a related document, see CS 214 833.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Females; *Feminism; Higher Education; Sex Role; *Womens Studies; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Composition Theory; *Feminist Collaboration; *Feminist Criticism

The argument at the heart of this paper is a struggle over the construction of the feminist composition teacher. There are traces of her construction in countless unrecorded verbal exchanges; every reference to student fears of professors, to "sensitive" men, to maternal women, to sensible feminists is such a trace. Generally speaking, publications testifying to the existence of this struggle tend toward one of two modes. One popular mode is the autobiographical account that records institutional and personal conflicts and enacts a so-called strategic essentialism. A second mode representing the struggle over the construction of the feminist compositionist may speak in the first person without being autobiographical. It takes a more traditionally scholarly approach, sometimes laced with accusation. The point is not to valorize the first mode of feminist self-critique and demonize the second. As soon as any division is made, overlapping features leap to the surface; every struggle over the category of Woman seems to include some gratitude, some sarcasm, some idealization, some frustration. Expressing dissatisfaction with feminist research has been a rhetorical dilemma for feminists convinced that oneupmanship, the agonistic protocol for scholarship, needs pacifying. It is possible that the recent celebration of feminist collaboration serves to make dissent appear less antagonistic. Where two or more feminists cooperate in their criticism of, for example, maternal metaphors, their dispute is with feminism, not against it. (Contains 14 references.) (TB)

ED 382 983 CS 214 866

Penticoff, Richard

Resisting "Habits": Prospective High School Teachers Meet Theory in Practice.

PUB DATE- 19 Mar 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Evaluation; Higher Education; High Schools; *Persuasive Discourse; Preservice Teacher Education; *Rhetorical Theory; Teaching Methods; *Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Composition Theory; Student Expectations

A composition course for preservice teachers that emphasized writing as a means of inquiry elicited mixed results on student evaluations. The reading and writing assignments were designed to foster what the instructor calls "arguing to inquire." The purpose of this kind of writing is not to take a position and convince others of its rightness but to explore a range of positions to learn what is at stake in adopting any of them. Thus the emphasis is less on learning argument as a universal form or method or as an epideictic form (where argumentative conventions are deployed as if performing a ritual for an audience of one, as taught in most composition textbooks) but as a means of exploring content. Intellectual content is best represented not as a static, impregnable monolith, but as a contested territory. When there are open questions and multiple positions, there is always more to learn. Arguing to convince assumes that questions are settled. The mixed responses on student evaluations might be attributed to the course content--which examined Robert Bellah's "Habits of the Heart" and other readings responding to it--but it may also be attributed to the writing approaches employed, which were not as pat or neat as students are accustomed to. Writing instructors and writing students stand to gain much through an open acknowledgement of theoretical differences about teaching writing. Indeed, instructors should put these differences to use. (TB)

ED 383 021 CS 508 930

Williams, Sheryl L.

Developing and Testing a Sorting Measure of Interpersonal Cognitive Complexity.

PUB DATE- Nov 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classification; Communication Research; Comparative Analysis; Construct Validity; Higher Education; *Interpersonal Communication; *Student Attitudes; Undergraduate Students
IDENTIFIERS- *Cognitive Complexity; Differentiation; Interpersonal Complexity Sort; Role Category Questionnaire (Crockett)

A study compared the newly developed Interpersonal Complexity Sort (ICS) with the widely used measure of cognitive differentiation, the Role Category Questionnaire (RCQ). Both measures were tested for relationships between the two measures and between each measure and previous associated impression structure dependent measures. Using a trait presentation model, 94 undergraduates enrolled in three different universities were presented with target person descriptions. Then they produced subsequent written impressions. Impression structure dependent measures were derived from the written impressions. Prior to the trait presentation task, participants were pretested for level of cognitive complexity/differentiation through the completion of both complexity instruments. Results for the direct correlational analysis showed only a weak relationship between the two complexity measures. In comparing the two methods of measuring complexity/differentiation with regards to the impression structure measures, the ICS did not compare favorably with the RCQ. Findings suggest that the sorting instrument may be an indication of hierarchic integration and the RCQ may serve as a measure of differentiation. The sorting measure may hold promise in understanding the content and hierarchical structure of perceivers' cognitive maps of others. The instrument may prove useful in the extension of the differentiation research which is now seeking to learn more about the content of the constructs. (Contains 43 references. A table of data, a list of traits for sorting task, and the overall negative and overall positive valenced impression sets are attached.) (Author/RS)

ED 383 041 EA 026 496

Beales, Janet R.; Wahl, Maureen
Given the Choice: A Study of the PAVE Program and School Choice in Milwaukee. Policy Study No. 183.
PUB DATE- Jan 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; *Access to Education; *Educationally Disadvantaged; Educational Vouchers; Elementary Secondary Education; Equal Education; *Minority Groups; Parent Attitudes; *Private Education; *School Choice; Tuition
IDENTIFIERS- *Milwaukee Public Schools WI

In response to declining student performance in the Milwaukee Public Schools (MPS), the Wisconsin State Legislature and the private sector each created programs to give school choice to low-income students. In 1990-91 the Legislature implemented the Milwaukee Parental Choice Program (MPCP). About 750 students received government-funded tuition vouchers in 1993-94 to attend any one of a dozen nonreligious private schools in Milwaukee. In 1992, business and religious organizations joined to establish Partners Advancing Values in Education (PAVE), a privately funded school-choice program for low-income students. Unlike the MPCP, PAVE's tuition scholarships may be used at any private school in Milwaukee, including religious schools. PAVE served approximately 2,370 students enrolled in 102 private schools during the 1993-94 school year. This document presents findings of a study that compared the two programs. Data were obtained from parent surveys and student-academic records. Findings indicate that PAVE students outperformed both MPCP and MPS students on standardized tests, and that 57 percent of PAVE families were headed by a single parent. PAVE students who had previously been enrolled in private schools and PAVE students who had previously been enrolled in public schools held nearly identical demographic characteristics. However, PAVE students from private schools performed significantly better on standardized tests. Parents from both programs cited educational quality as the most important reason for choosing a school, followed by discipline and general atmosphere. PAVE parents and MPCP parents were both very satisfied with the amount their children learned in school, though PAVE parents were slightly more satisfied. Students of diverse religions used PAVE scholarships, but PAVE tended to enroll more white students. PAVE schools also had better retention rates than MPCP schools. It is recommended that promoters of school-choice programs improve information dissemination to reach the "mainstream" low-income public-school parents. Fifteen tables are included. Appendices contain survey data. (LMI)

ED 383 117 EA 026 778

Sybouts, Ward; Wendel, Frederick C.
The Training and Development of School Principals. A Handbook.
The Greenwood Educators' Reference Collection.
PUB DATE- 94
NOTE- 384p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; Compliance (Legal); Educational Finance; Elementary Secondary Education; *Leadership; *Leadership Responsibility; Organizational Development; Personnel Evaluation; *Principals; Program Evaluation; Quality of Working Life; *School Administration; School Community Relationship; Student Evaluation; Time Management

The school principalship is one of the most demanding and misunderstood jobs in American education. This book offers practical advice on how to perform that job successfully. The first chapter provides an introduction to the principalship from a historical perspective. Chapter 2 analyzes the traits of an effective principal and chapter 3 describes the nature of the work setting for principals. Because education is founded on governmental and legal principles, considerations that emerge from the legal parameters of the principalship are discussed in the fourth chapter. Chapter 5 describes the efficient use and management of prime resources, such as time and space, information, and human resources. The principal as leader is discussed in the sixth chapter. Chapters 7 and 8 examine the role of the principal in program development and the management of student services. The management of school activities as part of the total school program is discussed in chapter 9. The tenth chapter presents business management from the perspective of the building administrator. The role of the principal in school-community relations and in the evaluation of students, programs, and personnel are discussed in chapters 11 and 12. The final chapter details challenges to be faced by principals in a society with great potential but deeply embedded social problems. Eleven figures, three tables, and an extensive bibliography are included. (LMI)

ED 383 219 FL 023 064

Zelazo, Janice
Parent Involvement in a Two-Way Bilingual School.
PUB DATE- 21 Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Case Studies; Economic Factors; Educational Background; Elementary Education; English; Interviews; Language Role; Meetings; *Parent Background; *Parent Participation; *Spanish Speaking; Volunteers
IDENTIFIERS- *Two Way Bilingual Education

This study investigated the nature of and factors in the involvement of both Spanish-speaking and English-speaking parents in an elementary school specializing in two-way bilingual education. The researcher observed parents and teachers in interaction, reviewed school documents, and interviewed parents, families, and school staff, some in short interviews, informal-conversational interviews, and a selected group received in-depth interviews. It was found that: (1) parents' comfort with the staff and the school was critical in their becoming involved; (2) language played a major role in the nature of involvement, with English the language of structural organizations that involved groups of parents; and (3) parents' view of their role in relationship to the school, their own schooling level, and present economic situation, were major influences on how they were involved at school. Excerpts from parent comments, in English and Spanish, are presented. Conclusions are drawn and include: (1) a context specific framework of viewing home-school continuity can enable educators to more clearly understand opportunities for parent involvement at the school site, and to determine ways to more equitably involve all parents; (2) parents can be enabled to or disabled in demonstrating their school related cultural resources depending on the action of the schools; and (3) a fluid perspective, one that recognizes variation within and between social groups and school contexts, can address the biases and stereotypes that continue to be associated with minority groups of parents and their relationships to schools. Contains 13 references. (MSE)

ED 382 843 CE 068 984

James, Robert D.; And Others

The SUNY Bridge Program: A Workforce Preparation Success Story.

PUB DATE- Feb 95
NOTE- 12p.; Paper presented at the League for Innovation in the Community College Conference (San Diego, CA, February 8-11, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; College Role; *Job Training; Literacy Education; Program Administration; *Program Development; Program Effectiveness; State Universities; *Statewide Planning; *Transitional Programs; *Welfare Recipients
IDENTIFIERS- *New York; State University of New York; *Welfare to Work Programs

The State University of New York (SUNY) Bridge Program is a federally funded work force preparation program that was initiated in October 1992 to help mothers receiving welfare achieve self-sufficiency by helping them acquire job skills. The program is housed at the Urban League of Northeastern New York and SUNY's 10 educational opportunity centers, which are located across the state. Although a state contract governs the Bridge Program, program specifics are determined by local negotiations between Bridge sites and the local school districts they serve. Since its inception, the Bridge Program has evolved from a program providing a mix of short-term and long-term education and training with job placement as its primary goal to a program providing short-term skills training and efforts to get welfare recipients into employment at the earliest possible time. In its second year, Bridge placed 1,308 welfare recipients into meaningful employment. The third phase of Bridge that is now under development will serve the dual purpose of helping New York State meet the Job Opportunities and Basic Skills program enrollment level necessary to avoid federal penalties and piloting a new workfare-centered model of welfare employment preparation. Two tables are appended. (MN)

ED 382 944 CS 012 159

Morrow, Lesley Mandel, Ed.; And Others
A Survey of Family Literacy in the United States.
PUB DATE- 95
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Information Sources; Intergenerational Programs; *Literacy; Parent Participation; *Reading Programs; Surveys
IDENTIFIERS- *Family Literacy; *Historical Background; Literacy as a Social Process

Designed to be a resource guide for parents, teachers, and policymakers, this book traces the historical development of family literacy and provides an overview of the field in the United States. It includes discussions of more than 100 sources about family literacy. The book presents specific information about particular family literacy programs as well as new initiatives. Sections in the book are (1) Introduction; (2) Parent Involvement Programs; (3) Intergenerational Programs; (4) Research on Naturally Occurring Literacy in Families; (5) Agencies and Associations That Deal with Family Literacy; and (6) Further References about Family Literacy. An index of Family Literacy Programs concludes the book. (NKA)

ED 383 002 CS 214 903

Koppelman, David; Imig, Scott
The Effect of Music on Children's Writing Content.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Writing; Grade 2; Instructional Effectiveness; *Music; Primary Education; Writing Evaluation; Writing Research
IDENTIFIERS- *Background Music; Charlottesville City School District VA; *Writing Contents

A study explored the effect of different kinds of music on children's writing content. Nineteen students from a second grade class in Charlottesville, Virginia, participated in 10 15-minute writing sessions, accompanied in each session by one type of background music (classical, jazz, popular, or country) or by silence. All writing was analyzed for tone, consistency, and number of words. Results showed that: (1) students wrote more words under the classical music condition; (2) there were fewer inconsistent writings when listening to jazz; (3) negative writings were greater in number for all music types than for no music condition; and (4) Top-40 music had a significant negative effect on students' writing, perhaps attributable to students' familiarity with it. (Contains four appendixes with tables of data, and 16 references.) (SR)

ED 383 060 EA 026 711

Linking Education Report Cards and Local School Improvement.
Educational Benchmarks. Goals for Education, 1995.

PUB DATE- 95
NOTE- 13p.; For related 1991 and 1992 reports, see ED 335 800 and ED 357 471 respectively.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Accountability; *Educational Assessment; Educational Improvement; Elementary Secondary Education; *Outcomes of Education; Performance; School Effectiveness; *State Action; *State School District Relationship
IDENTIFIERS- *United States (South)

School report cards can help focus the conversation about a school's long-range goals and how they might be achieved, and then provide the means to track progress from year to year. This document describes the characteristics of good report cards, the relationship of report cards to local decision making, and ways to link reports to school improvement. It also describes the criteria used by states to determine their educational progress. Every state in the Southern Regional Education Board region now produces an "educational accountability" report. The first report cards focused on information about social and economic conditions; current ones tend to emphasize results. To be effective, states must link effective educational report cards with local school-improvement efforts. Ownership, cooperation, and consensus on standards are vital. Multiple years of comparable data are needed to show progress on student performance. Improving student achievement is a continual process. (LMI)

ED 383 080 EA 026 734

The Future of Education Policy: An Asian-Pacific/North American Dialogue.
PUB DATE- Jul 94
NOTE- 85p.; Proceedings of a conference "co-sponsored" by the U.S. Department of Education, U.S. Information Agency, State of Hawaii, East-West Center, and the Pacific Region Educational Laboratory (Honolulu, HI, July 6-7, 1994). Corporate sponsors: Hyundai, Toyota, GE Foundation, Coors.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Education; Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; *International Education; *International Educational Exchange; Policy Formation
IDENTIFIERS- *Asia Pacific Region

The Education Commission of the States (ECS) 1994 National Forum and Annual Meeting was used as an opportunity to host a special Asian/Pacific/North American Dialogue conference on education policy. The purpose of this meeting was to discuss how educational practice and innovation in the Asia-Pacific nations could inform education reform and economic-development efforts in the United States. Delegates expressed a common concern about the inability of current education systems to prepare students for a changing world. Almost all countries represented had established national education goals. Other important issues that received discussion included school-to-work transition, higher education, values and character development, teacher quality, and Japanese educational practices. Ten sections summarize current educational trends and practices in the following countries--Australia, Canada, Chinese Taipei, Hong Kong, Japan, New Zealand, the Pacific Islands, the Republic of Korea, the Republic of Singapore, and the United States. Contains a 35-item list of resources grouped by country and an audiotape order form. (LMI)

ED 383 099 EA 026 756

Patterson, Jean A.

Lost Children, Lost Voices: A Critical Examination of Community Interagency Services.

PUB DATE- Oct 94
NOTE- 28p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Bureaucracy; *Child Advocacy; Child Welfare; Community Services; Elementary Secondary Education; Human Services; Integrated Services; *Power Structure; *Social Services

Members of the academic and intellectual community are often faced with the dilemma of finding themselves inured to the lives of the individuals for whom they profess advocacy. Drawing on the real-life experiences of children and families in need, this paper places social-service agencies, professionals, and services within their historical and social contexts. The paper argues that the professionalization of the human service disciplines and the adherence to positivist research methodology has resulted in the social construction of clients and the pervasive use of the medical model. Further, the union of human-service professionals with bureaucratic structures is anathema to client-centered, collaborative practice. The human-service system must be transformed through a redefinition of traditional conceptions of child/family/client-centered, collaborative practice. Possibilities for reframing human services include: (1) community-based programming, which prevents the removal of children from homes and/or communities; (2) human-service professionals who function as enablers and advocates; (3) parallel agencies that coexist at a single, nonhierarchical site; (4) the empowerment of clients to solve their own problems; and (5) value given to the ethic of caring. Contains 40 references. (LMI)

ED 383 138 EC 303 961

Academic Child Abuse.
PUB DATE- 90
NOTE- 15p.; Prepared by the Study Group.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Administrator Role; *Change Strategies; *Child Abuse; Decision Making; Educationally Disadvantaged; Educational Objectives; Educational Philosophy; Educational Practices; *Educational Responsibility; Elementary Secondary Education; *Learning Problems; Politics of Education;

*Standards

This position paper presents a discussion of "academic child abuse," defined as the use of practices that cause unnecessary failure of groups of students in foundation skill and knowledge areas. Part 1 articulates the fundamental problems with the decision-making practices of school districts and other agencies charged with teaching children. These problems fall into two categories: first, problems with standards created and applied by the agencies, including standards that are too broad, that are unattainable or unreasonable, that are for practices not outcomes, and that are overspecified; and, second, problems with operational practices relating to data which stem from the lack of respect for data by educational leaders. Examples from the California State Board of Education illustrate this disregard for data. Part 1 also summarizes negative practices which reveal the basic philosophy of decision-makers and describes how problems with standards and data lead to academic child abuse. Part 2 provides suggestions for correcting the structural problems within schools to reduce the instances of academic child abuse. The basic strategy involves holding decision-makers completely accountable for student performance. Suggestions include restricting standards to outcomes, focusing initial reform efforts on grades 1 through 4, and removing administrators who fail to honor traditions of scholarship and sensible scientific practices. Also offered are suggestions for challenging proposals by educational leaders and for shaping professional organizations, major school districts, and publishers. (Contains 24 references.) (DB)

ED 383 157   EC 303 982

Wright, Diana Browning; Gurman, Harvey B.
Positive Intervention for Serious Behavior Problems: Best Practices in Implementing the Hughes Bill (A.B. 2586) and the Positive Behavioral Intervention Regulations.
PUB DATE- 94
NOTE- 291p.; Prepared by Resources in Special Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavioral Science Research; *Behavior Disorders; *Behavior Modification; Classroom Techniques; *Compliance (Legal); Contingency Management; Educational Legislation; Elementary Secondary Education; *Intervention; Prevention; *State Legislation; Student Rights; Timeout
IDENTIFIERS- *California; Hughes Bill (California); *Nonaversive Behavioral Interventions

This manual provides guidelines to educators attempting to comply with California's Hughes Bill, which is intended to ensure the rights of special education students to have positive behavioral intervention plans designed to bring lasting behavioral changes without interventions that cause pain or trauma. An introductory chapter summarizes the philosophy, knowledge base, and ethical underpinnings of the positive behavioral intervention regulations. The second chapter explains procedures required by law and regulations such as the functional analysis assessment, the behavioral intervention plan, and emergency interventions. Chapter 3 considers the functional analysis assessment in detail and covers analysis of behaviors, antecedents, consequences, data collecting, and hypothesis development. Chapter 4 presents a procedural overview of the positive behavioral intervention plan based on the functional analysis. Chapter 5 presents recommended positive intervention procedures. These include establishing precise criteria for discontinuance or modification, ecological manipulation, positive programming, differential reinforcement, and reactive and de-escalation strategies. Chapter 6 addresses regulations for emergency procedures under the Hughes Bill. Chapter 7 considers the necessary knowledge base and critical competencies of the behavioral intervention team. Chapter 8 focuses on prevention and Chapter 9 on predisposing conditions, factors, and influences on behavior. Chapter 10 considers timeout in the context of the new regulations. Extensive appendices present the state code, regulations, sample forms, checklists, suggested reinforcers, and training resources. (Contains approximately 200 references.) (DB)

ED 382 787 CE 068 857

Workplace Skills Enhancement Program. Dissemination Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Nov 94
NOTE- 603p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Behavioral Objectives; Business Communication; Business English; Community Colleges; Curriculum Development; *Hospital Personnel; Information Dissemination; Job Placement; Learning Activities; Lesson Plans; *Literacy Education; Medical Vocabulary; Numeracy; Partnerships in Education; Peer Teaching; Problem Solving; *Program Development; Program Effectiveness; School Business Relationship; Service Workers; *Skill Development; Statewide Planning; Technical Writing; Tutoring; Two Year Colleges; Workshops; Writing Skills
IDENTIFIERS- *Maryland; *Workplace Literacy

This document describes the Maryland Hospital Skills Enhancement Program, a collaborative effort of the Maryland Hospital Association, Essex Community College, and three Maryland hospitals that was designed to improve the literacy/basic education skills of hospital employees in 11 targeted service occupations. Two curriculum models were used: self-learning packet and 12-week courses on specific topics. The report notes that, of the 830 hospital employees who completed literacy tests, 610 attended at least one program session, 340 (56%) completed 1 semester, and 59 (17%) completed more than 1 semester. The 49 employees who completed 1 or more semesters and reading pre/posttests gained an average of 4.0 scale points in reading, and the 101 employees who completed 1 or more semesters and math pre/posttests advanced an average of 6.8 scale points. Participants also received peer tutoring, counseling, and job placement services. Appendixes constituting approximately 90% of this document contain the following: supervisor and participant follow-up surveys and selected results; project publicity materials; Workplace Educational Skills Analysis summary reports and problem-solving activities; external evaluator's report; individualized self-learning packages; peer tutoring information, math workshop materials; sample lesson plans; business writing, communications, grammar/writing/vocabulary, and medical terms curricula. (MN)

ED 382 805 CE 068 891

Ringers, Joseph, Jr.; Decker, Larry E.
School Community Centers: Guidelines for Interagency Planners.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 95
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Change Strategies; *Community Centers; Community Coordination; *Community Education; Cooperative Planning; Coordination; Educational Change; Integrated Services; *Lifelong Learning; Problem Solving; Program Development; Program Implementation; *School Community Programs; School Community Relationship; *School Role

This publication brings together ideas, techniques, and design that have been encountered by designers of school community centers. It is intended as a guide to creating a school community center that will meet the needs of a particular community and help make it a more vibrant, healthy, desirable place in which to live. Part I (encompassing chapters 1-3) is an overview that discusses the following topics: the evolution of the school community center, changing profiles and challenges of education, and school community centers today--basic characteristics, programs, planning and design considerations, site, security, and examples. Part II focuses on the process. Chapter 4 addresses interagency linkages. Chapter 5 describes the change process--the change agent, decision-making process, cultivating allies, bureaucratic bargaining, political action, and change to a school community center. Chapter 6 looks at planning for change, including planning groups, planning for action, toward consensus, and forming and weighing options. Part III considers potential barriers. Chapter 7 identifies major barriers to change initiatives in educational systems and other concerns; Chapter 8 discusses solving problems. Topics in chapter 8 are as follows: selecting consultants, compromise, legal issues, funding, complexity, and confidentiality. Focus of part IV is on facility operation. Three chapters (9-11) cover the building, managing the center, and key elements for success. Contains 33 references. (YLB)

ED 382 824   CE 068 928

A Key to Organizations Working in: Employee Training, Labor-Management Relations, Work Restructuring, Workplace Literacy. Workforce Tools. Resource Guide.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- May 95
NOTE- 67p.; Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Basic Education; Adult Education; Annotated Bibliographies; Clearinghouses; Community Colleges; Conferences; Databases; *Employer Employee Relationship; *Industrial Training; Job Training; Labor Relations; *Literacy Education; National Organizations; *Organizational Change; Professional Associations; Public Agencies; *Resource Materials; Trainers; Two Year Colleges; Unions
IDENTIFIERS- Job Restructuring; *Service Providers; *Workplace Literacy

This guide is intended as a resource for service providers and small and midsized companies seeking assistance in the areas of employer training, labor-management relations, work restructuring, and workplace literacy. It contains annotated listings of 194 national and state organizations and agencies conducting work in the four areas. Among the types of organizations profiled are the following: government agencies, public interest groups, business organizations, labor organizations, education associations, and professional associations. Each entry includes the following information: services offered, year founded, budget, geographic coverage, membership and chapters, areas of expertise, clearinghouse and database services, publications, and conferences. The organizations and agencies included were identified through recommendations made by the National Workforce Assistance Collaborative's Advisory Board and four advisory councils and state agency lists provided by the following: National Governors' Association, National Association of State Development Agencies, and U.S. Department of Education. The organization profiles are listed alphabetically and are indexed by geographic area and subject expertise. (MN)

ED 383 178 FL 022 948

Francais langue seconde trousse d'evaluation. Tests modeles pour les course: French 20 (intermediare 4/5), French 30 (intermediare 5/6) = French as a Second Language Evaluation Resource Package. Model Tests for Courses: French 20 (Intermediate 4/5), French 30 (Intermediate 5/6).

PUB DATE- 95
NOTE- 139p.
LANGUAGE- French; English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communicative Competence (Languages); Experiential Learning; Foreign Countries; *French; High Schools; *Language Aptitude; *Language Tests; Second Languages; Testing; *Test Items; Test Use
IDENTIFIERS- *Alberta

This evaluation package contains two model tests, one for the Alberta (Canada) French 20 course (intermediate 4/5) and one for French 30 (intermediate 5/6). The tests were designed for holistic evaluation of high school students' language performance based on an experiential/communicative approach. They allow teachers to obtain a sampling of student performance in each curriculum area for evaluation and diagnosis. An introductory section gives an overview of test development, beginning with identification of a theme that integrates the areas of experience evaluated. Language content and skills to be tested are derived from the prescribed French curriculum. Also in this section, key terminology is defined. The document consists of four main parts: an administration guide for each of the two tests, and the test booklets themselves (reproducible). Each test administration guide includes a chart of the test's design, directions for its use, an annotated version of the test, oral text transcripts (recordings not included here), a correction guide, notes on analysis of results, and a table of specifications. The test booklets consist of instructions on pre-test procedures, specific instructions for each test section, describing the situation, communicative task, and test procedures, and the test materials. Instructions are in English; test items are in French. (MSE)

ED 382 863 CE 069 021

Swindell, Rick

An International Perspective of U3A and the Prospect for Developments in Australasia in the Years Ahead.

PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the U3A Canberra Conference (Canberra, Australian Capital Territory, Australia, April 26-28, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Programs; Articulation (Education); Foreign Countries; *Information Networks; International Programs; *Lifelong Learning; Older Adults; *Participation; Program Costs; *Program Development; Self Directed Groups; *Self Help Programs
IDENTIFIERS- *Australasia; *Universities of the Third Age

In 1995, there were 107 universities of the third age (U3As) in Australia (up from 104 in 1994) and Australian membership in U3A groups totaled 26,346 (compared to 20,788 in 1994). U3A membership in New Zealand was also up. In view of the increasing popularity of U3As in Australasia and the success of U3A networks in a number of countries (including France and the United Kingdom), the establishment of an Australian U3A information network has been discussed. Concern has been expressed that establishment of a national U3A network would ultimately lead to regulation and loss of autonomy. The benefits of teleconferencing in permitting information exchange between U3As located great distances from one another have been cited; however, the high cost of teleconferencing would likely prove a major obstacle in the creation of an Australasian U3A network. Recent studies of the demographics of U3A participation and the increasing trend toward participation in adult education later in life have indicated that the popularity of U3As will not likely be transitory. The feasibility establishing and using a U3A network as a vehicle for constituency research and increasing the links between U3As and tertiary education has also been discussed. (MN)

ED 382 903 CG 026 243

Kneidek, Tony

Project Imani: Changing the Way the World Works for People: A Guide to Family-Based Alcohol and Other Drug Education for Young Children.

SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.

PUB DATE- 95

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Alcohol Education; *Child Health; Counseling; Curriculum Development; *Drug Education; *Early Intervention; Health Education; Outreach Programs; *Preschool Education; *Prevention; Self Esteem; Social Work

IDENTIFIERS- Oregon (Portland); *Project Head Start

Imani includes an AOD- (alcohol and other drug) prevention curriculum that has been infused into each of the 16 Albina Head Start sites in Portland Oregon. Imani, which means "faith" in Swahili, was developed to assist Head Start teachers in providing an AOD-prevention curriculum for preschool children. However, it has become much more. The project provides services in three related areas: (1) providing families with information, workshops on topics they have identified as important, and access to community resources that can help ease the transition from unemployment to work or school; (2) helping children feel good about themselves and their families by providing lessons that help them make wise choices in their lives and avoid the use of alcohol and other drugs; and (3) providing families access to a variety of basic support and training services available from social service agencies throughout the community. Seven family team specialists work with Imani family members. An evaluation of the program found that it increased families' lines of communication and awareness of AOD issues. Other results included families seeking more counseling, improved self-esteem, increased parental involvement in children's lives, and the positive feedback from other agencies concerning the Imani program. (Contains 25 references.) (JE)

ED 382 923 CS 012 133

Hamilton, Vanessa
Computers and Reading Achievement.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Elementary Education; Instructional Effectiveness; *Reading Achievement; Reading Research; Sex Differences
IDENTIFIERS- Illinois (Chicago)

A study examined the effect of computer assisted instruction on the reading achievement of third- through sixth-grade students in a low socio-economic status community. Subjects were 23 students randomly selected from 41 students who received computer-assisted instruction and 23 students randomly selected from 28 students who did not receive computer assisted instruction. Subjects attended a Chicago, Illinois public school located in the Lawndale community of the city's west side. Students who scored at or below stanine three on the Iowa Tests of Basic Skills were randomly assigned to traditional basal reading instruction, or to reading instruction using the computer. Results indicated that reading scores were not affected by computer usage. Results also indicated no significant differences between boys' reading achievement based on method of reading instruction, or between girls' achievement based on method of instruction. (Contains 1 table of data and 23 references.) (RS)

ED 383 003 CS 508 883

Bettis, Glenda Domingue
Classroom Student Speaking Opportunities.
PUB DATE- May 95
NOTE- 54p.; M.S. Research Project, Sam Houston State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Fused Curriculum; Group Discussion; Junior High Schools; *Speech Communication; Speech Instruction; Speech Skills; Student Educational Objectives; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- Cypress Fairbanks Independent School District TX; Teacher Surveys

A study was conducted of teacher perceptions of classroom student speaking opportunities at Cook Junior High School in Cypress-Fairbanks I.S.D. during the spring of 1995. Fifty-four academic teachers of language arts, reading, math, science, and social studies were given a questionnaire to answer according to their attitudes concerning opportunities for students to respond in complete sentences, students to ask questions, and teachers to elicit oral responses. They were asked their perceptions of these communication elements in relationship to teacher techniques of class discussion, directed reading activities, games, grouping, and lecture. Frequency of complete sentence opportunities for each method was also included. Research revealed that grouping and discussion led to an increase in oral communication activities. It further revealed that rather than a separate teaching method, specific oral communication objectives should be fused in all curriculum areas. This allows more time for the verbalization process to be a reinforcement and learning exercise for students before products are handed in. Forty-four questionnaires were returned. Through chi-square testing, probability levels were not shown as .05 or less. Therefore, the null hypothesis that there is no significant difference in teacher perceptions of student speaking opportunities based on classroom method taught at Cook Junior High School was accepted. (Includes 23 notes, 25 tables of data, and 2 figures; contains 12 references, a cover letter and questionnaire.) (Author/TB)

ED 383 220 FL 023 065

Zuluaga, Fabio Eliecer Gomez
Increasing General Science Achievement for Spanish Immersion Students through an Integrated Educational Approach.
PUB DATE- 94
NOTE- 104p.; Ed.D. Practicum, NOVA Southeastern University. Appendix E contains some small type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Achievement Gains; Grade 6; Grammar; *Immersion Programs; Instructional Effectiveness; Instructional Improvement; Instructional Materials; Intermediate Grades; Language Role; Language Tests; Language Usage; Media Selection; *Science Instruction; *Second Language Programs; Second Languages; *Spanish; *Teacher Developed Materials; *Vocabulary Development

The main goal of this practicum was to increase general science achievement and improve acquisition of Spanish as a second language in a group of 21 sixth-grade Spanish immersion students. The students were having some difficulty with Spanish learning due to lack of Spanish science vocabulary, lack of appropriate science materials accommodating the differing levels of Spanish proficiency, and complexity of grammatical structures used in some Spanish science textbooks. Based on these needs, the researcher developed a concept-based science workbook in Spanish to address the academic, cultural, and linguistic variation in the students. The workbook contains six units, each divided into three sections corresponding to stages in the learning cycle theory: vocabulary; main ideas; and concept application. The report describes the practicum's context, problem, anticipated outcomes and evaluation instruments, solution strategy, and results and recommendations. The results indicate that the students increased their science vocabulary to a level at which they could understand important general science concepts, facilitated by meaningful and well-coordinated science experiences and projects. Appended materials include data on student achievement, data on science concept instruction difficulties, and a natural science test in Spanish. The workbook itself is not included. Contains 34 references. (MSE)

ED 382 768 CE 068 625

Schexnayder, Deanna T.; Olson, Jerome A.
Texas JOBS Program Evaluation. Second Year Impacts.
SPONS. AGENCY- Texas State Dept. of Human Services, Austin.
PUB DATE- Feb 95
NOTE- 72p.; For first-year report, see CE 068 624.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Basic Education; Adult Programs; *Basic Skills; Employment Level; Employment Patterns; *Job Training; *Outcomes of Education; Participant Characteristics; Participation; *Program Effectiveness; Salary Wage Differentials; *State Programs; Tables (Data); Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; *Job Opportunities and Basic Skills Program; *Texas

The second-year impacts of Texas' Job Opportunities and Basic Skills (JOBS) program for early participants were analyzed. A quasi-experimental study design was used to analyze data about 13,396 JOBS participants and 13,303 comparison group members. The analysis focused on the labor market outcomes of JOBS participants and their exits from and returns to the Aid to Families with Dependent Children (AFDC) program. The strength of the impacts of JOBS participation proved to be growing over time. By 8-10 quarters after program entry, the sampled JOBS participants had significantly higher rates of AFDC exits, AFDC exits to employment, and employment rates than comparison group members and significantly higher earnings for 5 of the 10 groups studied. Although JOBS participants left AFDC at significantly higher rates than comparison group members, they also returned to JOBS at the same or higher rates than the comparison group. Participation in the education and training components of the JOBS program produced significant positive effects on all labor market outcomes and AFDC exits and significantly reduced rates of AFDC recidivism. (Twenty tables/figures are included. Appended is a description of the evaluation study methodology and seven tables detailing results of a regression analysis of the JOBS program's second-year impacts.) (MN)

ED 382 844 CE 068 985

Effective Communication. Life Skills. Teacher Edition.

PUB DATE- 95
NOTE- 372p.; For other documents in this series, see CE 068 556-557, CE 068 783-785, and CE 068 986-987.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Correspondence; Business English; *Communication Skills; Competency Based Education; *Daily Living Skills; *Language Usage; Learning Activities; Lesson Plans; Secondary Education; Skill Development; Teaching Guides; *Verbal Communication; *Writing Skills

This teacher's guide is designed for use in presenting a five-unit course in effective communication that is part of a life skills series intended to help students become more self-sufficient in their personal and professional lives. The course's five instructional units cover these topics: understanding communication, improving communication, using words correctly, developing written communication, and writing business letters and reports. Each unit contains some or all of the following: performance objectives, suggested activities for instructors, handouts, information sheets, supplements, transparency masters, instructional supplements providing suggestions for teaching basic skills and problem solving, job sheets, written tests, and assignment sheet and test answers. Academic skills training is combined with life skills training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

ED 382 883 CE 069 216

McCormick, Alexander C.; And Others

Vocational Course Taking and Achievement: An Analysis of High School Transcripts and 1990 NAEP Assessment Scores. Statistical Analysis Report.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Education; Course Selection (Students); High Schools; *Outcomes of Education; *Research Methodology; *Test Use; *Vocational Education
IDENTIFIERS- *National Assessment of Educational Progress

A study sought to determine the relationship between vocational course taking and academic achievement as measured by the 1990 National Assessment of Educational Progress (NAEP). Analysis of the data measured by the NAEP shows a consistent inverse relationship between vocational course taking and NAEP assessment scores. The relationship holds for mathematics, science, and reading achievement. This association persists after attempts are made to take other curriculum characteristics and background characteristics into account, although it attenuates among students whose parents did not complete high school. Despite the consistent finding that vocational course taking is inversely related to achievement on the NAEP tests, this cannot be taken as evidence that increased vocational course taking depresses achievement. Rather, it might be found that students who generally score lower on tests also tend to take vocational courses, or that students who take vocational courses miss the academic courses that may help increase test scores. (Twenty-three tables, three figures, as well as a summary of the study's methodology, are included.) (KC)

ED 382 945 CS 214 747

Hearn, Emily; Thurman, Mark
Draw & Write Your Own Picture Book.
PUB DATE- 90
NOTE- 34p.; For related books, see CS 214 748 and CS 214 853.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Class Activities; *Creative Activities; Editing; Foreign Countries; *Illustrations; Layout (Publications); *Picture Books; Primary Education; Student Publications; Writing Assignments; Writing for Publication; Writing Processes; Young Children
IDENTIFIERS- Story Boards

The step-by-step instructions using storyboarding techniques described in this book show children how to create action-filled pages to illustrate their own stories. The book discusses storyboarding techniques, book mock-up, coloring materials, writing and editing the story, and coming up with a title. The book also includes suggestions for designing the front cover, title page, and endpapers. A glossary of important words and a sample storyboard format are attached. (RS)

ED 382 963 CS 214 845

Conway, Jill Ker
The Road from Coorain.
PUB DATE- 90
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010)
DESCRIPTORS- *Autobiographies; *Cultural Context; *Educational Attainment; Foreign Countries; *Intellectual Development; Personal Narratives; Scholarship; *Self Actualization; *Womens Education
IDENTIFIERS- Australia; *Conway (Jill Ker); Smith College MA; Women College Presidents

This autobiography is concerned with the early years and young womanhood of Jill Ker Conway, the first female president of Smith College and a noted historian specializing in the experience of women in America. The book tells the story of Conway's journey from a girlhood on an isolated sheep farm in the Australian grasslands where she studied by correspondence, to her first experiences at school in the city (she was already 11 years old), to her years as a university undergraduate, and finally to her departure for America for graduate study because 1950s Australia did not offer such opportunities for a female. The book is of interest for its wealth of detail about Conway's life in Australia and for the wisdom it imparts to those who take pleasure in seeing someone succeed against difficult odds. The book is infused with a love of learning and would be especially inspiring for young women scholars to read. (NKA)

ED 382 984 CS 214 870

Implementing Plain Language: A Manager's Guide.

PUB DATE- Jun 92
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audience Analysis; Editing; Foreign Countries; *Guidelines; *Language Usage; Program Implementation; Readability; *Technical Writing; *Text Structure; Writing Improvement
IDENTIFIERS- Canada; *Plain Language; Technical Communication

Drawn from the experience of various ministries and departments in governments across Canada, this guide is meant to be a practical guide in implementing plain language for managers in the Ontario (Canada) government. The guide describes how to use plain language in planning, writing, designing, and editing forms and documents, and how to set up and manage plain language projects. Sections of the guide are: (1) What Plain Language Can Do for Your Ministry; (2) What Is Plain Language?; (3) Barriers to Implementing Plain Language; (4) Organizing the Plain Language Project (including audience analysis, matching needs, document design, testing, revisions, and evaluation); (5) Managing Your Resources; (6) Long-Range Planning for Plain Language; and (7) For More Information. Appendixes present a sample plain language project outline and a sample plain language training plan. (RS)

ED 383 022 CS 508 931

Schwartzman, Roy
Students as Customers: A Mangled Managerial Metaphor.
PUB DATE- Oct 95
NOTE- 32p.; Paper presented at the Carolinas Speech Communication Association Convention (Charlotte, NC, October 13-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Discourse Analysis; Educational Trends; *Higher Education; *Language Role; *Metaphors; Rhetorical Criticism; School Business Relationship; *Student Needs; *Total Quality Management
IDENTIFIERS- *Educational Issues

Greater reflexivity concerning the ways of discussing pedagogy could improve the way educators conceptualize their roles. Close attention to metaphors about education sounds a note of caution about the transfer of language from one discursive realm (business) to another (education). The transference of the "total quality management" (TQM) vocabulary, complete with the identification of students as customers, from business to education occurred when widespread problems with American education gained public attention. The pressures of competition among colleges and between the United States and foreign countries resounded in educational circles about 1990. Although the treatment of students as customers has advantages for streamlining some operations, education involves an ongoing process heavily dependent on the student's willingness to participate in learning. Cognitively rich metaphors do not arise from merely substituting one term for another, and the incompatibilities between the business realm and the educational realm render the application of consumer metaphors to education problematic. Meeting every "customer's" standard, moreover, requires negotiation and compromise because not everyone shares the definition of what constitutes a high quality education. Universal satisfaction presumes that standards and expectations of quality will be uniform for all constituencies and that none of these needs will conflict. Literature on TQM in educational settings equivocates when discussing a user-based definition of quality. TQM has already been implemented successfully at several universities, and money has been saved. Students still deserve more from educators, however, than immediate gratification. (Contains 39 references.) (NKA)

ED 383 061 EA 026 712

A Guide for 21st Century School Councils.
PUB DATE- Feb 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Governing Boards; Participative Decision Making; Policy Formation; *School Based Management; *School Restructuring
IDENTIFIERS- *Oregon; *Oregon Education for the 21st Century 1991

This guidebook was designed to help educational practitioners and community members in Oregon understand the issues regarding school-council formation and development. In 1991 the Oregon State Legislature passed the Oregon Educational Act for the 21st Century, mandating a fundamental change in public education. The Act assigns school councils the primary responsibility for developing and implementing the key components of Oregon's school-reform effort in each school building. The first section describes the legislative basis for school councils. Section 2 presents rules for school-council membership. The third section describes the six stages of school-council development--readiness and preparation; formation; group process and decision-making development; mission, vision, and action plan; transition; and institutionalization. Effective school councils are characterized by the following: (1) the recognition that council development is a time-consuming and continuous process; (2) clearly defined leadership roles; (3) the use of trained and neutral facilitators; (4) clear communication channels within and among participants; and (5) preparation for major systemic change. (LMI)

ED 383 081 EA 026 735

Meister, Gail
"The Way It's Supposed To Be": A Report on School-Based Instructional Decisionmaking and the Regional Centers in Maryland.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 94
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; *Cooperative Planning; Educational Improvement; Educational Planning; Elementary Secondary Education; Participative Decision Making; *School Based Management; State Action; State Legislation; *Statewide Planning
IDENTIFIERS- *Maryland

This report presents findings from a study of school-based instructional decision making (SBIDM) and the regional staff development centers for SBIDM in Maryland. Data were collected through interviews, focus groups, and a group process adapted from storyboarding. Informants included school-improvement teams, principals, other faculty in seven schools, regional center steering committees, and assistant superintendents. Findings indicate that SBIDM was well under way in the regional centers' service area. Teams worked collaboratively to reach decisions, used consensus-building techniques, produced improvement plans, and generally implemented their plans. Participants reported that they and their schools had gained significant benefits from SBIDM. Most of the benefits were related to the cooperative planning process. Although informants perceived the program as beneficial, they said they needed increased involvement from parents, teachers, and students; more time, money, staff, training, and ideas; changes in the school system and state policies, changes in SBIDM procedures within schools; and more data and understanding about change. Finally, respondents reported that the program provided high-quality consultants, materials, and resources; increased their awareness and knowledge about SBIDM and school reform, contributed to the implementation of SBIDM and school improvement efforts; and enhanced the capacity of school systems to support school improvement. Contains 11 tables and 4 references. (LMI)

ED 383 118 EA 026 779

Senese, Guy; Page, Ralph
Simulation, Spectacle, and the Ironies of Education Reform.
Critical Studies in Education and Culture Series.
PUB DATE- 95
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Theory; Discourse Analysis; *Educational Change; Educational Sociology; Elementary Secondary Education; *Ideology; *Politics of Education; *Power Structure; Social Action; Social Change; *Socioeconomic Influences

As long as profit can be made from ignoring or cultivating the ignorance of working people, education for their children in the best sense will remain a difficult goal. This book delineates in three case studies how American myths of emancipation and upward mobility work as images of delusion. The frontier of space, the arena of sports, and the goal of employment, all essential elements in the discourse of reform, are used to illustrate the myth of rhetorical hope in American society. The teacher has been replaced by the user-friendly, standardized trainer/coach/cooperative facilitator who works with students so drained by consumerism that false consciousness cannot even grow. The book borrows from the language of everyday life and connects the substance of the critiques with an ethical discourse that focuses on the elimination of human suffering and the empowerment of working-class students. It also illuminates how "excellence" has become a code word to decouple learning from compassion and school success from social justice. (Contains 86 references.) (LMI)

ED 383 198 FL 022 997

Kohonen, Viljo

Teaching Content through a Foreign Language Is a Matter of School Development.

PUB DATE- 94
NOTE- 13p.; In: Content Instruction through a Foreign Language. A Report on the 1992-93 TCE Programme; see FL 022 992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Agents; *Cognitive Mapping; Cooperative Learning; Cultural Context; *Decision Making; Elementary Secondary Education; Feedback; Foreign Countries; *Independent Study; *Learning Motivation; Learning Processes; Portfolio Assessment; Questioning Techniques; Second Language Learning; Self Concept Measures; Self Directed Groups; *Self Esteem; Teacher Role
IDENTIFIERS- *Content Area Teaching; *Finland

This article, in Section 1, describes language learning as learner growth or development in three interrelated areas: personal awareness, awareness of learning processes and task awareness. These are the three angles of a triangle that constitute the notion of school learning as learner education. The second section discusses how to promote the learner's personal growth, and lists the kinds of questions teachers might use to review their educational thinking and classroom practices. Section 3 suggests that the learners' awareness of the learning task can be seen as a map of the task and recommends that the teacher pay attention to content and process when designing learning tasks. Section 4 discusses the possibilities and challenges of cooperative learning, and section 5 focuses on implications for evaluation, particularly portfolio assessment. The final section of the article looks at language learning as school development, with emphasis on the role of teaching language through content. (Contains 33 references.) (CK)

ED 382 806 CE 068 893

Demonstration Projects To Establish a System-Wide Functional Literacy Program for Adult Prisoners. Project Abstracts.

PUB DATE- Mar 93
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; *Correctional Education; Demonstration Programs; Educational Diagnosis; *Educational Technology; Federal Aid; Functional Literacy; Learning Disabilities; *Literacy Education; Program Development; Screening Tests; Technological Advancement

This publication provides abstracts of the 11 grants awarded to demonstrate model functional literacy programs for incarcerated adults. These programs, to the extent possible, make use of advanced technologies, such as interactive video- and computer-based adult literacy learning. Information provided in each abstract includes the following: program title; project title; award number; project director, awardee, address, and telephone number; funds by fiscal year; award period; federal project officer; objectives; procedures; outcomes/results/products; educational level; target population(s); estimated number of trainees; and partner(s). Project titles are as follows:

Hillsborough County Detention Department Functional Literacy Project; Project (ROBBE) Real Opportunities Behind Bars for Employment; Maine Department of Corrections; Project Lead; Open Doors; The LaGuardia Job Lit Program: Functional Literacy Training Using Contextualized Worksite Materials for Detained Men at the Otis Bantum Correctional Center/Rikers Island NYC; Functional Literacy for State and Local Prisoners Program; Employability Linked Assessment and Instructional Demonstration Project; Workplace Foundations, Functional Literacy for State and Local Prisoners Program; and Learners in Transition: The Washington State Functional Literacy for State and Local Prisoners Program. (YLB)

ED 383 042 EA 026 520

Harte, Austin J.
Improving School Attendance: Responsibility and Challenge.
PUB DATE- Jan 95
NOTE- 37p.; French language version is available under title: "Pour une meilleure assiduite scolaire: Responsabilites at defis."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attendance; *Attendance Patterns; *Compulsory Education; Elementary Secondary Education; *Foreign Countries; Intervention; School Attendance Legislation; School Holding Power; *School Role
IDENTIFIERS- *Canada

This document provides an overview of the student absentee problem in Canada. It extrapolates the principles and components from the vast range of intervention strategies and projects, and offers a strategy for improving school attendance. Literature on absenteeism written after 1985 demonstrates a shift of focus from the student as truant to the school as part of both the problem and the solution. Four major principles are necessary to any successful intervention--awareness, change in perspectives, early intervention, and cooperation and involvement. Components of an intervention include developing and implementing attendance policies; monitoring, tracking, and recording; getting parents involved; providing counseling and guidance; and providing relevant curriculum or alternative programs. Research shows that programs implemented as schoolwide improvements have consistently been successful in reducing attendance problems. Effective schools are student-centered and operate as: a caring institutional and functional community, a community organization, an experimenter and risk-taker, and a team. Provincial governments and school boards should provide additional resources, research opportunities, comprehensive planning, leadership in curriculum development and organization, and support for school-based initiatives. Data (half of the document) are also provided on compulsory attendance in Canada (age limits, exemptions, and enforcement--attendance offices or counselors, sanctions against parents by province/territory, sanctions against students, and limits for attending kindergarten). Six tables and a recommended reading list are included. (LMI)

ED 383 100 EA 026 757

Richardson, Rita C.; Evans, Elizabeth T.
Changing Community Policies: Your Role in Eliminating Corporal Punishment in Schools.
PUB DATE- Oct 94
NOTE- 20p.; Paper presented at the Annual Meeting of the National Coalition to Abolish Corporal Punishment in Schools (Raleigh, NC, October 7-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Problems; Classroom Communication; Classroom Techniques; Conflict Resolution; *Corporal Punishment; *Discipline; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; Interpersonal Competence; Prevention; Problem Solving; Self Control; Social Control; Teacher Student Relationship

This paper examines the use of corporal punishment in public schools. It presents a brief history of corporal-punishment practices and explains why corporal punishment remains a legal means of control in the schools of 23 states in the United States. Opponents of corporal punishment argue that it should be abolished from schools because it models violence, does not teach appropriate behaviors or problem-solving skills, and is discriminatorily applied to black males in elementary schools and those with learning/mental/behavioral disabilities. Eleven alternatives to corporal punishment are highlighted: nonacknowledgement of disruptive behavior and reinforcement of appropriate behavior, signal interference, proximity control, interest boosting, tension reduction through humor, hurdle helping, program restructuring, the use of routine to provide security, direct appeal, removal of seductive objects, and positive removal of student from the classroom. The paper also presents 14 nonaversive strategies to prevent misbehaviors and promote prosocial skills. It is recommended that teacher-education programs provide behavior-management courses and that parents and teachers investigate nonaversive discipline options. Contains a list of 5 resources and 23 references. (LMI)

ED 383 139 EC 303 963

Research Institute for the Education of Exceptional Children. Research Report 43.
PUB DATE- Mar 94
NOTE- 93p.; Abstracts to articles and table of contents are in English.
LANGUAGE- Japanese
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Aging (Individuals); Attachment Behavior; Attention; *Autism; *Child Development; Daily Living Skills; Downs Syndrome; Echolalia; Electroencephalography; Foreign Countries; Intelligence; *Language Acquisition; *Mental Retardation; Stuttering
IDENTIFIERS- Japan

This Japanese research report, with English abstracts, presents the following papers: "The Deterioration of the Intelligence with Age in Mental Retardation" (Atsushi Kanno and Souichi Hasimoto); "Development of Janken Skills in Autistic Children--Additional Data on Janken Echolalia in Normal Children" (Tohsuke Nomura); "Perception of Japanese Clause Boundaries by Four to Five Month Old American Infants" (Akiko Hayashi and others); "Development of Social Behaviors in Children with Autism: Development of Attachment" (Hideo Itoh); "Personality Tendency of Stuttering Children with Early Onset" (Yoko Wakaba); "Training of Children with Developmental Disorders on Daily Living and Social Skills: Development of Shopping and Cooking Behavior by Using Procedure Cards" (Naoji Shimizu); "Development of WH-Questions among Mentally Retarded & Autistic Children" (Kyoko Iitaka and others); "Joint Attention in Autistic Children: An Analysis of Gaze Direction during Mother-Child Play" (Ryoko Ito and Ako Minoura); "Development of Very Low Birthweight Infants with Intraventricular Hemorrhage from Six to Twelve Months of Corrected Age" (Shoko Shimada and others); "A Preliminary Study on the Dynamic EEG Changes in an Autistic Child during Task Execution by MEM Spectrum Analysis" (Tohru Mizutani and Yoshikuni Tojo); and "Language Skills in Normally Developing 5-Year-Old Children: Comparisons among Several Language Skill Indices" (Kiyoshi Otomo and Yoko Wakaba). (JDD)

ED 383 158 EC 303 991

Rosenfeld, Michael; And Others
A Transportability Study of the Reading, Writing, and Mathematics
Skills Important for Teachers of Deaf and Hard of Hearing
Students. Research Report.
PUB DATE- Nov 94
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Beginning Teachers;
*Deafness; Elementary Secondary Education; *Hearing
Impairments; Mathematics Skills; Reading Skills; *Special
Education Teachers; Teacher Attitudes; *Teacher Competencies;
Teacher Educators; Test Validity; Writing Skills
IDENTIFIERS- *Praxis I

This study examined whether the reading, writing, and mathematics skill statements derived for the Praxis I Basic Skills Assessments and the Pre-Professional Skills Test (PPST) are considered by educators to be important for entry-level teachers of deaf and hard of hearing students. The study is based on a survey of 833 teachers, administrators, and teacher educators associated with institutions or programs for deaf or hard of hearing students or with teacher training institutions. All 57 skill statements of the PPST were judged to be appropriate for entry-level teachers of the hearing impaired by the total group of respondents as well as by each of the 44 identified subgroups. Appendices constitute much of the document and include the job analysis survey and cover letter, demographic distributions of respondents, detailed results of mean importance ratings by total population and subgroups, geographic distribution, and a listing of advisory committee members. (Contains 17 references.) (DB)

ED 382 924 CS 012 135

Dwyer, Edward J.; West, Russell F.
Effects of Sustained Silent Reading on Reading Rate among College Students.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Instructional Effectiveness; *Reading Rate; Reading Research; Silent Reading; *Sustained Silent Reading; Undergraduate Students
IDENTIFIERS- Reading Behavior

A study investigated whether sustained silent reading encourages college students to increase their reading rate. Subjects were 76 education majors or students otherwise interested in teaching who were enrolled in an undergraduate course in teaching reading/language arts in a university in the southeastern United States. Subjects recorded their reading rate after reading for 15 minutes per day, five days per week, for five weeks. Results indicated a substantial increase in reading rate over the five week period and suggest a strong linear relationship between the number of weeks of participation in the sustained silent reading program and increase in reading rate. Further research is needed to determine if such gains appear permanent. (Contains 14 references and a figure of data.) (RS)

ED 382 788 CE 068 858

Bryan, Kathy Scales; Morse, Susan
Education and Training: The Path Out of Poverty for Women.
PUB DATE- Apr 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; *Economically Disadvantaged; Employment Programs; *Federal Legislation; *Federal Programs; Females; Feminization of Poverty; *Job Training; Nontraditional Occupations; Policy Formation; Sex Discrimination; *Vocational Education; Welfare Recipients; Welfare Services; *Womens Education
IDENTIFIERS- *Welfare Reform

A crucial key to preventing and ending poverty is the system of education and training for employment. The 104th Congress is considering several proposals to reform vocational education, employment training, and welfare. The most sweeping would consolidate all employment training programs and vocational education into a single block grant to each state. Welfare reform proposals from Congress and the administration seek to speed up the transition to the work force. The American Association of University Women (AAUW) maintains that the key to true welfare reform is access to educational opportunity for all girls and women. Ending the dependence of female-headed households on welfare means helping young mothers beat the odds by getting the highest-quality education and training possible, particularly in higher-paying, traditionally male-dominated jobs. AAUW urges retention of targeted services for women and girls, a cautious approach to consolidation of vocational education with other job training programs, and strong accountability provisions in all vocational education programs. With regard to welfare reform, AAUW urges Congress and the states to allow recipients of Aid to Families with Dependent Children to pursue postsecondary education as preparation for work. Job training programs should include training in nontraditional occupations for women. AAUW supports a guarantee of child care for women who participate in education, training, or work programs. (Contains 15 footnotes.) (YLB)

ED 382 825 CE 068 929

Workplace Literacy Publications. An Annotated Bibliography of Print Resources. Workforce Tools.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- May 95
NOTE- 59p.; Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Case Studies; Classroom Techniques; Curriculum Development; Educational Technology; Employer Employee Relationship; English (Second Language); Job Training; Labor Relations; *Literacy Education; Organizational Change; *Printed Materials; Program Evaluation; *Resource Materials; Student Evaluation; Teaching Methods; Training Methods
IDENTIFIERS- Job Restructuring; *Workplace Literacy

This annotated bibliography is intended as a resource for service providers and small and midsized companies seeking assistance on all aspects of workplace literacy programs. It contains more than 320 entries dealing with the following workplace literacy-related topics: assessment and evaluation (research supporting different types of learner assessments, recommendations regarding conducting program evaluations, and case studies); curriculum and instruction (adult learning theory, curriculum development, sample curricula, and "best practices"); English as a Second Language (implications for workplace literacy programs and "best practices"); technology (guidelines for integrating technology into programs and effective uses of technology for instruction and program management); and work restructuring (implications for workplace literacy programs and the incidence of restructuring and its relationship to workplace literacy programs). The annotations are designed to help service providers/company personnel locate appropriate references for background information or support for proposal writing, public relations, and marketing, as well as for workplace literacy program development, implementation, and evaluation. The entries are listed alphabetically and indexed by subject category. (MN)

ED 382 864 CE 069 027

Norton, Robert E.
Maintaining DACUM Quality.

PUB DATE- 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Curriculum Development; *Evaluation Criteria; *Formative Evaluation; Postsecondary Education; *Quality Control; Secondary Education; *Vocational Education
IDENTIFIERS- *DACUM Process

This document discusses the importance of maintaining the quality of DACUM (Developing a Curriculum) occupational analyses and presents a 2-page checklist detailing DACUM quality performance criteria. The introduction to the checklist discusses various "infractions" discovered during an analyses of some curriculum/program developers' attempts to modify the DACUM process, including the following: unsuitable composition of "expert worker" committees; lack of definitions of criteria for job tasks/task statements; heavy dependence on outdated literature reviews; lack of high-quality duty and task statements; and failure to separate out worker behaviors, general knowledge and skills, and tool and equipment statements. The checklist, which is designed for use by secondary and postsecondary educators (including tech prep and school-to-work program developers) who are attempting to use and/or modify the DACUM occupational analysis process, contains a total of 54 criterion statements regarding the following elements of the DACUM process: structure of the DACUM committee, facilitator qualifications and certification; implementation of the DACUM process; formulation of duty statements, job tasks, and task statements on the DACUM research chart; and other information required on a DACUM research chart. (MN)

ED 382 884 CE 069 220

Baldus, Lorayne
Wisconsin Technical College System Board Equity Staff Development Workshops and Services--Phase IV. Final Report.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.
PUB DATE- 30 Jun 95
NOTE- 59p.; For the Phase III report, see ED 371 177.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Educators; Affirmative Action; Displaced Homemakers; *Equal Education; *Inservice Teacher Education; *Sex Fairness; *Staff Development; Technical Education; Technical Institutes; Two Year Colleges; Womens Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Wisconsin

A staff development program on gender equity was conducted for personnel in Wisconsin's technical colleges using the train-the-trainer method. The training took two approaches: a class for college personnel and career challenge training for project directors of single parent and displaced homemaker grants. The inservice class resulted in increased sensitivity to diversity and raised awareness of staff responsibility for an equitable environment. The model used mentoring, peer coaching, and classroom observation to develop strategies that create a supportive, more equitable learning environment for all students. Participants included 166 people involved in research to improve interaction within the technical colleges. Career challenge facilitators work with single parents and displaced homemakers to help them develop appropriate skills to enter and complete nontraditional courses leading to higher wage occupations. The 1-week course for these trainers consisted of problem solving, trust building, and risk taking to help women develop self-confidence and make decisions regarding future training and work. Four persons now have facilitator training credentials that enable them to train others to conduct career challenge courses. Recommendations were made to continue the staff development efforts and to enhance the training efforts for those who have already completed training by providing continuing support workshops. (Appendixes making up more than half the document include materials from the workshops, materials for facilitating an inclusive college environment, and materials from the career challenge facilitators' workshop.) (KC)

ED 382 904 CG 026 244

Granello, Darcy Haag

The Cultural Heritage of Arab Americans and Implications for Counseling.

PUB DATE- May 95

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Arabs; Context Effect; Counseling; Counseling Techniques; *Counselors; *Cross Cultural Training; *Cultural Awareness; Cultural Context; Cultural Differences; *Cultural Influences; *North Americans

IDENTIFIERS- *Cultural Sensitivity

Arab Americans share a culture which places religious beliefs firmly at the core of all aspects of life. A brief description of what an Arab is and the historical background of the Arab world are provided. This background is placed in context of Arabs' immigration to the United States and the views of the West by Arabs and of Arabs by Westerners. The article also describes Arab values, beliefs, and customs including the relationship of church and state, the patriarchal family structure, the role of women, and spouse selection and marital relations. Counselors working with Arab Americans benefit from an awareness of these cultural beliefs. A competent counselor could never ignore the influence of the Islamic religion in the life of an Arab. Furthermore, Western counselors must certainly be aware of the influence of family and the roles men and women are expected to play in society. Counselors also benefit from an awareness of the certain cultural differences that may stand in the way of open communication. For example, Arab Americans should be given the opportunity to meet with a same-sex counselor. (Contains 18 references.) (JE)

ED 382 946 CS 214 748

Hearn, Emily; Thurman, Mark
Helping Kids Draw & Write Picture Books.
PUB DATE- 90
NOTE- 66p.; For related books, see CS 214 747 and CS 214 853.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Class Activities; *Creative Activities; Foreign Countries; *Illustrations; Layout (Publications); *Picture Books; Primary Education; Student Publications; Writing Assignments; Writing for Publication; Writing Processes; Young Children
IDENTIFIERS- Story Boards

The eight stages of storyboarding described in this book will help children design original picture books with illustrations and creative stories. The 24-frame storyboarding technique described in the book forces the young author/illustrator to jump right into the story, select only the most essential aspects of the plot, and describe the actions and feelings of the characters in vivid, apt words. After an introductory section, the book describes the eight stages of storyboarding: (1) Reading Picture Books as Stimulus; (2) Ten Minutes for Story Collaboration; (3) Storyboarding the Plot (Fast Pencil); (4) Book Mock-Up (Fast Pencil); (5) Full-Color Book; (6) Writing the Story; (7) Finishing Touches; and (8) Binding and Sharing. Also included in the book is an illustration glossary presenting design concepts grouped under three headings--points of view, collage, and design. A glossary of important words, an annotated list of 40 recommended picture books, and four storyboard formats are attached. (RS)

ED 382 964 CS 214 846

Russell-Robinson, Joyce

Feminism across the Disciplines.

PUB DATE- Mar 93
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Feminism; Higher Education; Instructional Effectiveness; *Interdisciplinary Approach; Liberal Arts; Nineteenth Century Literature; United States Literature; *Writing Assignments
IDENTIFIERS- Nineteenth Century; *Saint Augustine College NC

A course taught at St. Augustine's College uses "A Voice from the South" (1893) by Anna J. Cooper (a collection of essays representing women as being bold, in-charge decision makers) as an example of how "Feminism across the Disciplines" is expressed. These essays, as well as works of a number of other writers, can be used in developing interdisciplinary writing assignments. Opportunities for vocabulary building, comparing a 19th century man's curriculum with a 19th century woman's curriculum, and comparing Cooper's ideas with those of Karl Marx and Friedrich Engels in an excerpt from "The Communist Manifesto" are all examples of interdisciplinary assignments which enable students to more openly participate in a liberal arts education. (RS)

ED 382 985 CS 214 871

Martin, Bruce K.
Culture as Catalyst and Constraint.

PUB DATE- Mar 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Differences; *English Departments; Foreign Countries; Higher Education; Itinerant Teachers; *Literature; *Non Western Civilization;

*Writing (Composition); Writing Assignments; Writing Instruction
IDENTIFIERS- *Singapore

A disturbing gulf between the culture of the United States and that of Singapore, was noted by an American English professor after spending the 1986-87 academic year as a Fullbright lecturer in Singapore's Department of English and Literature and again after returning for the 1991-92 academic year as a visiting professor. Cultural differences were not as disturbing during the first visit as during the second, despite a number of reforms that brought the Singapore English department into closer alignment with the American academic culture. One reason for this change in perspective may be attributed to the instructor's own heightened awareness of the importance of writing in a literature program. In a culture that places emphasis on exam writing rather than process, analytical, or discovery writing, the instructor was frustrated by the attitude students took toward their writing assignments. The situation in the Singapore English curriculum increasingly represented not simply a disagreement over pedagogical methods but the force of what can only be described as culture. Any talk of injecting a composition element into literature courses was met by practical objections to its labor intensiveness. It was also met with something more peculiarly Singaporean: a defense of the logocentric authoritarianism, which was at the heart of the literature program. The ease of crossing, whether into another person's psyche or into another culture, belies the uncanny tendency of persons and cultures to revert to what they have been, even--perhaps especially--when in the zones of contact. If this seems a gloomy way of regarding cultural differences, it is more genuinely respectful than many of the more optimistic attitudes encountered lately, and one on which an authentic cultural reapproachement might begin to be established. (TB)

ED 383 004 CS 508 897

Scott, David K.
Debating Historical Propositions: Toward a Unique Genre of NEDA Debate.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; *History; Persuasive Discourse; Speech Communication; Student Needs;

Undergraduate Students
IDENTIFIERS- Cross Examination Debate Association; National Debate Tournament; *National Education Debate Association

The best way to develop a unique identity for the National Education Debate Association (NEDA) is to debate propositions distinct from National Debate Tournament (NDT) and the Cross Examination Debate Association (CEDA). A neglected area of debate includes propositions temporally framed in the past. Yet, the present propositional categories of fact, value, and policy can explicitly incorporate a temporal frame of reference. Specifically, a taxonomy can be created that includes a temporal frame. Thus, there can be propositions of past, present, and future fact, value, and policy. Debating such propositions would entail extensive use of counterfactual knowledge. Murphy (1969) argues that "counterfactuals were an essential method of historians; these were by their nature (are) unverifiable propositions." The fact that they are unverifiable has led to criticism of counter factuals as a form of logic. Thus, standards need to be applied in the assessment of counterfactual scenarios. It should be noted, however, that counterfactuals are a common model of logic in a number of areas, such as legal argumentation and the study of economics. The advantages of an historical approach at the NEDA debate are numerous: (1) the educational focus of competitive debate would be expanded; (2) most students have dead spots in their understanding of American history and such a debate format would offer an opportunity to students to become stronger in these areas; and (3) debating historical perspectives may improve the quality of argumentation. (TB)

ED 383 062　　EA 026 713

Laguardia, Armando; Nave, Gary
A Guide for School Councils and Minority Communities. The Oregon Educational Act for the 21st Century: Implications for Ethnic Minority Students.
PUB DATE- 94
NOTE- 46p.; Separately published 11-page summary, gathering together all recommendations in full report, has been appended.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Awareness; Cultural Pluralism; Diversity (Institutional); Educational Improvement; Elementary Secondary Education; *Governing Boards; *Minority Groups; *State Action; *State Legislation
IDENTIFIERS- *Oregon; *Oregon Education Act for the 21st Century 1991

The Oregon Professional Development Center (OPDC) was created by the Oregon Department of Education to support school councils in the state as they make local changes to meet the requirements of the Oregon Educational Act for the 21st Century. School councils will be established at every school in Oregon, charged with three main areas of work: improving instructional programs, establishing staff-development programs, and developing and coordinating school improvements in compliance with the act. Councils must consider the needs of minority students in all these areas. This guidebook offers recommendations for school councils regarding council formation and operation, curriculum planning, the implementation of school-improvement efforts, and staff-development planning. A list of resources is provided. (LMI)

Lengeling, M. Martha; And Others
The Use of Readers Theater in the EFL Curriculum.
PUB DATE- Mar 95
NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (29th, Long Beach, CA, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Communicative Competence (Languages); *Dialogs (Language); *Dramatics; Educational Strategies; *English (Second Language); Foreign Countries; Instructional Materials; Language Skills; Media Selection;

*Readers Theater; Second Language Instruction; Skill Development; Student Developed Materials; *Teacher Developed Materials

Readers Theater, a combination of storytelling and dramatic elements, is recommended as a technique for use in the English-as-a-Foreign-Language (EFL) classroom. Among its advantages are that it incorporates four language skill areas (listening, speaking, reading, writing), uses cultural materials, and motivates students by using language in a communicative and authentic context. Its use is suggested for all age groups and skill levels, and requirements of the teacher are common sense and creativity. Scripts can be based on any material used in the classroom and readily adapted by students, the only limitation being that the topic or text must lend itself to creation of dialogue. Some examples of materials developed by students at the university level are offered. Three common methods of staging Readers Theater are described: non-theatrical (reading of scenes within a classroom group), and semi-theatrical (reading of scenes in front of a classroom group), and theatrical (using simple props, scenery, lighting, and music). The teacher can prepare pre-performance activities such as discussion of the author, cultural context, setting, dialect, or vocabulary. It is concluded that the method leads to a deeper appreciation of language, content, and the learning process. (MSE)

ED 383 199 FL 022 998

Takala, Sauli
Developing Language Teaching in Finland: Where Does Content-Based Language Teaching Fit?
PUB DATE- 94
NOTE- 12p.; In: Content Instruction through a Foreign Language. A Report on the 1992-93 TCE Programme; see FL 022 992. Paper presented at the orientation seminar of the National TCE Programme (1st, April 4, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

(150)
DESCRIPTORS- Ancient History; Cultural Exchange; *Cultural Influences; Foreign Countries; Greek; *International Programs; International Relations; Medieval History; *Second Language Learning; Tutoring; Tutors; *Western Civilization
IDENTIFIERS- *Content Area Teaching; *Finland

This article discusses various facets of language education. The first section provides a brief historical sketch of second and foreign language education. The second section discusses directions in the internationalization of education in general, and section 3 focuses on recent trends in alternatives to traditional national school systems and briefly discusses some of the most prominent ways of coping with the growing internationalization of modern life (i.e., international schools, language immersion, and content-based language teaching). Section 4 highlights developments in Finland concerning the integration of language and content instruction. (Contains 2 references.) (CK)

ED 383 221   FL 023 066

Coleman, James A.
Progress, Proficiency and Motivation among British University Language Learners. CLCS Occasional Paper No. 40.

PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Demography; English (Second Language); Foreign Countries; French; German; Higher Education; Instructional Effectiveness; *Language Proficiency; *Language Tests; Russian; Second Language Instruction; Second Language Learning; *Second Languages; Spanish; Student Characteristics; *Student Motivation; Study Abroad; Surveys; Testing; Travel
IDENTIFIERS- *Great Britain

A study of over 3,000 British college and university students investigated the relationship of student language proficiency and student demographic and background characteristics. Proficiency levels were assessed by means of C-Tests, while associated questionnaires sought to explore biographical data, language learning background, residence abroad, attitudes, motivations, strategies, and grammatical knowledge. Subjects were learners of French, German, Spanish, English, and Russian as a second language. The report begins by describing the results of a small-scale survey that indicated widespread ignorance, among university staff, of theoretical constructs underlying language testing. It then reports the divergent performances and progress rates across institutions and examines factors in college student motivation as it evolves during the college experience. Results of the study indicate: both similarities and dissimilarities among learners of different languages; a shift of emphasis in motivations between students in different years of study, with significant changes following residence abroad; major differences between United Kingdom students and their counterparts in Germany and Austria; motivation changes with age, but only marginal gender-based differences occur; and a slight but measurable relationship between integrative and/or resultative motivation and foreign language proficiency. (Contains 31 references.) (Author/MSE)

ED 382 769 CE 068 714

Building on a Tradition of Innovation: Ensuring Quality in Adult Degree Programs.

PUB DATE- Jan 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Learning; *Adult Students; Curriculum Development; Educational Administration; Educational Innovation; *Educational Objectives; *Educational Quality; Higher Education; Lifelong Learning; Nontraditional Students; Program Effectiveness; Student Personnel Services; Teacher Effectiveness

The growth of adult higher education programs is in direct response to the demand in the marketplace for adult higher education. It is possible to deliver a high quality educational program in a nontraditional delivery format for the adult learner and to identify high quality educational programs in the marketplace. High quality adult educational programs have the following characteristics: (1) the program supports the mission of the institution; (2) support from both full-time faculty and administration exists; (3) the programs are guided by a sound administrative structure that provides for cross-campus involvement and appropriate staffing and services; (4) the faculty is a combination of full-time and adjunct individuals who possess the appropriate educational credentials and experience in the field; (5) the programs are reviewed and approved by one of six regional accrediting agencies; (6) curriculum is developed based upon adult learning theory and is continuously evaluated and improved; (7) it is clearly articulated what the student will learn as a result of completing the curriculum through the use of specific learning objectives and outcomes; (8) the adult learner has sufficient access to information required to conduct advanced research and study and become a lifelong learner; (9) student support services are provided which are accessible and user friendly; and (10) the institution is led by committed and competent leaders who provide vision to the institution. (Contains 15 references.) (YLB)

ED 382 845 CE 068 986

Managing Personal Matters. Life Skills. Teacher Edition.
PUB DATE- 95
NOTE- 273p.; For other documents in this series, see CE 068 556-557, CE 068 783-785, and CE 068 985-987.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Consumer Education; *Daily Living Skills; Home Economics; *Insurance; Learning Activities; Lesson Plans; Recordkeeping; *Records Management; *Risk Management; Secondary Education; Teaching Guides; *Wills
IDENTIFIERS- *Funerals; Personal Records

This teacher's guide is designed for use in presenting a six-unit course in managing personal matters that is part of a life skills series intended to help students become more self-sufficient in their personal and professional lives. The course's six instructional units cover these topics: personal records; risk management; health, life, and property insurance; and wills and funerals. Each unit contains some or all of the following: performance objectives, suggested activities for instructors, handouts, information sheets, supplements, transparency masters, instructional supplements providing suggestions for teaching basic skills and problem solving, job sheets, written tests, and assignment sheet and test answers. Academic skills training is combined with life skills training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

ED 382 925 CS 012 136

Barr, Rebecca; And Others

Reading Diagnosis for Teachers: An Instructional Approach. Third Edition.
PUB DATE- 95
NOTE- 365p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Case Studies; Classroom Techniques; Elementary Education; Informal Reading Inventories; Portfolios (Background Materials); *Reading Achievement; *Reading Comprehension; *Reading Diagnosis; *Remedial Reading; Self Evaluation (Individuals); *Writing Achievement
IDENTIFIERS- Reading Management

Designed for courses on the diagnosis and remediation of reading, this book introduces readers to running records, informal reading inventories, miscue analysis, retellings, think-alouds, writing rubrics, portfolios, and student self-evaluation while offering theoretical background for decision making. The book emphasizes careful observation of children in many types of reading and writing activities, stressing the development and application of teachers' diagnostic insights. New to the third edition are brief "pause and reflect" questions that ask readers to think diagnostically and draw implications for instruction, "try it out" sections at the end of each chapter to provide further applications, and numerous suggestions for assembling student and teaching portfolios. Chapters in the book are: (1) Model for Reading Diagnosis and Instructional Planning; (2) Knowledge of Print: Its Development, Assessment, and Instructional Support; (3) Knowledge of Print: Oral Reading Analysis and Instructional Support; (4) Prior Knowledge and Vocabulary: Development, Assessment, and Instructional Support; (5) Reading Comprehension: Its Nature and Development; (6) Reading Comprehension: Assessment and Instructional Support; (7) Writing: A Window on Reading; (8) Dynamic Assessment: Case Studies of Assessment and Instruction; (9) Using Informal Reading Inventories for Assessment; and (10) Decision Making: Organizing, Using, and Communicating Assessment Information. Contains over 250 references. Appendixes present the Dolch Basic Sight Vocabulary, the Blachowicz Informal Phonics Survey, and the complete records of performance on an informal reading inventory of one student. (RS)

ED 383 023 CS 508 933

O'Brien, Jennifer
It's Written in Our Head: The Possibilities and Contradictions of a Feminist Poststructuralist Discourse in a Junior Primary Classroom.
PUB DATE- Jul 94
NOTE- 154p.; Master of Education Thesis, University of South Australia.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Classroom Communication; Classroom Environment; Communication Research; Discourse Analysis; *Feminism; Foreign Countries; Primary Education; Reading Aloud to Others; *Reading Instruction; *Sex Differences; *Teacher Student Relationship
IDENTIFIERS- Australia; *Communication Behavior; Critical Pedagogy; Discourse Communities; *Poststructuralism

A study examined from a feminist poststructuralist perspective the discourses available in a classroom using a critical pedagogy, based on a belief that teaches need to make it possible for their students to question the social world constructed in texts. The teacher of an Australian junior primary classroom (with students age five to eight) took as her starting point a critically-based literature advocating the introduction of a critical discourse into classrooms. The teacher also took into account the impact of poststructuralist prediction of multiplicity, contradiction and possibility on research and pedagogical positions. To scrutinize the discursive practices around this critical pedagogy, the teacher/researcher made multiple readings around two fiction texts, revealing both the contradictory discourses and the possibilities available in a classroom where a critical pedagogy with a feminist poststructuralist emphasis underpinned reading instruction. Results indicated that: (1) the critical discourse the teacher made available was taken up differentially by girls and by boys; (2) students' existing practices associated with old positions concerning the meaning in the texts were preserved; and (3) some girls did take up new, socially-critical positions. Findings suggest both problematic aspects and possibilities for change of introducing into the classroom a new discourse which both problematized existing discursive practices; and where, at the same time, these existing discourses were taken for granted. (Contains 37 references. Appendixes present both texts, an entry in a planning journal, a classroom chart, samples of students' writing and drawing, and a transcript of a discussion of a text.) (RS)

ED 383 082 EA 026 736

Kruse, Sharon; Louis, Karen Seashore
Teacher Teaming--Opportunities and Dilemmas.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Planning; Educational Cooperation; *Faculty Development; *Group Unity; Intermediate Grades; Interprofessional Relationship; Junior High Schools; Middle Schools; Multiunit Schools; *Organizational Climate; Organizational Development; *Professional Development; School Cadres; *Team Teaching; Teamwork

Schools across the United States are creating teacher teams i ever-greater numbers. "Teaming" refers to assembling a group of teachers from different disciplines and/or grade levels who work together as a "core group" responsible for teaching a subset of the school's population. This brief examines some of the potential conflicts between teacher teaming and the development of schoolwide professional community. Drawing on the actual experiences of teachers and administrators in schools, the brief illustrates some of the more common dilemmas faced by schools with a strong commitment to teams. The first section summarizes what has been learned about professional community and its importance to schools. The following sections examine four middle schools that participated in research on school restructuring. In all four schools, teachers expressed enthusiastic support for teaching, but when researchers from the Center on Organization and Restructuring of Schools began looking at teacher teams in hopes of gaining insight into how teachers think about their work, another important pattern emerged. Teachers reported that teams tended to undermine the ability of the whole faculty to deal with the business of the whole school. The following specific dilemmas sidetracked teachers' attention to schoolwide issues and the development of a schoolwide professional community: time conflicts between team or whole-school issues; increased involvement with their group of students; limited time for peer observation; competition between teams; and the tendency within teams to compromise rather than risk serious disagreement, possibly leading to important issues being watered down. It is hoped that by presenting examples of problems that other schools encounter, teachers, principals, and other educators will learn from their colleagues' experiences and use them as a guide in developing or assessing their own schools and programs. (LMI)

ED 383 119 EA 026 939

Smith, Thomas M.; And Others
The Condition of Education, 1995.
PUB DATE- Jun 95
NOTE- 547p.; For 1994 report, see ED 371 491.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Access to Education; *Educational Assessment; *Educational Attainment; *Educational Quality; Educational Resources; Educational Trends; Elementary Secondary Education; Enrollment; Ethnic Distribution; Government Publications; *Outcomes of Education; Postsecondary Education; *School Demography; *School Statistics
IDENTIFIERS- *Educational Indicators

The current status of education for 1994 is presented in the form of education "indicators"--key data that measure the health of education, monitor important developments, and show trends in major aspects of education. The 60 indicators have been divided into 6 areas: (1) access, participation, and progress; (2) achievement, attainment, and curriculum; (3) economic and other outcomes of education; (4) size, growth, and output of educational institutions; (5) climate, classrooms, and diversity in educational institutions; and (6) human and financial resources of educational institutions. The report includes the text, tables, and charts for each indicator plus the technical supporting data, supplemental information, and data sources. Information on issues in elementary and secondary education are integrated with those on issues in postsecondary education to reflect the continuity of educational experiences. An overview synthesizes evidence from both the 60 indicators and other sources on 4 important education issues: access to preschool education; trends in the achievement and attainment of Hispanic students relative to whites; progress in the achievement and attainment of women; and the cost of higher education. Appendices contain 212 supplemental tables and notes, a list of data sources, a glossary, an index, and a list of National Center for Education publications. (LMI)

ED 383 159 EC 303 992

Sheets, Rosa

College Board Advanced Placement Spanish Literature for At-Risk Native Speakers: A Model with Multicultural, Bilingual and Gifted Dimensions.

PUB DATE- 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Advanced Courses; *Advanced Placement Programs; *Bilingual Students; Cultural Differences; *Cultural Influences; Educational Environment; Equivalency Tests; *Gifted; High Achievement; High Risk Students; High Schools; High School Students; Intervention; Program Effectiveness; Self Efficacy; *Spanish Literature; *Spanish Speaking; Student Attitudes
IDENTIFIERS- *Advanced Placement Examinations (CEEB)

This paper describes an exploratory study in which three groups of Latina and Latino high school students, previously identified as "at risk," performed at a level of "giftedness" after an instructional intervention grounded on the theoretical orientations of cultural discontinuity and self-efficacy. A total of 29 Spanish-speaking (but generally not able to read or write Spanish) students participated in advanced Spanish language and literature classes. Twenty of the students successfully passed the College Board Advanced Placement Spanish Language examination, thus receiving college credit. Three aspects of classroom climate and curriculum were identified as indicators of student success: (1) student-teacher relationships; (2) student-student relationships; and (3) teaching-learning strategies. Other program aspects involved home visits and interviewing students to determine their perceptions about ethnic identity, self-esteem, personal academic expectations, and home-cultural expectations. (Contains 18 references.) (DB)

ED 382 807 CE 068 894

PSI Member Profile.
PUB DATE- 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Demography; *Employer Employee Relationship; *Employment Qualifications; Income; Life Style; *Occupational Information; Office Automation; *Secretaries; *Work Environment
IDENTIFIERS- *Professional Secretaries International

A survey of 2,700 of the 27,000 members of Professional Secretaries International received 755 responses yielding the following profile of secretarial workers: (1) the average member is female, about 45 years old, married with no dependents living at home, and owns a single-family home in the suburbs; (2) most respondents have worked in office or secretarial positions for 11 to 25 years, and 7 percent have been in the field for 36 or more years; (3) half of those responding intend to remain in the secretarial field; (4) the average income of respondents is $27,147, with higher incomes for secretaries working for a boss with a higher title; (5) more than 40 percent work for only one executive; (6) almost 93 percent have a computer in the workplace and 45 percent have a computer at home; and (7) the majority of respondents have achieved the Certified Professional Secretary rating. (Four appendixes contain survey statistics on demographics and lifestyles, compensation, type of workplace, and responsibilities of the respondents.) (KC)

ED 382 947 CS 214 820

Lapadat, Judith C.
Learning Language and Learning Literacy: Construction of Meaning through Discourse.
PUB DATE- Oct 94
NOTE- 19p.; Paper presented at the Inter-National Regions Conference "Contemporary Writing in English Produced in Canada" (Prince George, British Columbia, Canada, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Child Language; Cultural Context; Foreign Countries; Language Acquisition; *Language Role; *Social Influences; Speech Communication; *Writing (Composition); Writing Instruction
IDENTIFIERS- *Communication Context; Discourse; Emergent Literacy

Both written and spoken language use need to be understood within a broader theory of language. Some of the core assumptions that would inform such a theory are as follows. First, language is inherently social. Every structural component of language has a history of social discourse that defines it. Second, language is for communication; meaning is jointly constructed through conversation. Third, language is dynamic, not static--this is true in the sense that a culture is continually revising its language and it is also true in the sense that every individual invents language anew, makes it his or her own. Yet if meaning is constructed by every conversational participant and every writer and reader of a text through an interweaving of social and personal meanings, then each individual constructs a different set of meanings in any discourse. How can the participants in the discourse be said to share meaning if they do not construct the same meanings? This is the central paradox of the notion of shared meaning. It could be resolved by denying either that language meaning is constructed socially or constructed individually. Or, alternatively, it could be resolved by recognizing that meaning need not be the same to be shared. Learning through conversation to recognize others' perspectives and to strive for shared understandings prepares children for similar but more multi-layered and multi-voiced tasks in listening to stories or (later) reading. (Contains 19 references.) (TB)

ED 382 965 CS 214 847

Luebke, Steven R.
In Defense of Popular Music.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Joint Meetings of the Popular Culture/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Instructional Innovation; Literary Criticism; *Literature Appreciation; *Popular Culture; *Rock Music; *Student Needs; *Undergraduate Students
IDENTIFIERS- Bloom (Allan); Lyrics; *Popular Music

In his book "The Closing of the American Mind," Allan Bloom criticizes popular music for the "emptiness of its values." It has only one appeal, says Bloom, "a barbaric appeal, to sexual desire--not love, not eros, but sexual desire, undeveloped and untutored." However, to say "rock music is this or that" is a proposition that quickly crumbles under the evidence of the songs themselves. There are more artists, "more songs in heaven and earth than are dreamed of in your philosophy, Allan." In fact, popular music can be used in the classroom to fulfill some of the objectives of a liberal education that Bloom himself identifies. First, popular music can be a valuable resource for introducing students to poetry: lyricists use many of the same conventions that poets have used for centuries. Second, popular music is a useful kind of mnemonic device to teach about theme or character. Some students find it easier to understand the concept of a dynamic world versus the static world of Keat's poetry after they have heard Van Halen's "Best of Both Worlds." Similarly, "Mmm Mmm Mmm Mmm" by Crash Test Dummies, a song about how people are socialized to be a homogenous bunch, might help students understand something about "The Adventures of Huckleberry Finn." Third, students can write about song lyrics as a form of art. Popular music in literary study is not a replacement for traditional texts but a complement to it. (TB)

ED 383 043 EA 026 550

Olson, Nancey; Blum, Robert E.

Curriculum Implementation. Leadership for Excellence.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 309p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Curriculum Development; Educational Cooperation; Elementary Secondary Education; Leadership; *Leadership Training; Management Development; *Professional Development; *Workshops

This workbook describes the Leadership for Excellence (LFE) professional-development program and provides workshop materials for three sessions. LFE is a long-range, systematic professional-development program designed for school administrators. Developed by the Northwest Regional Educational Laboratory, its focus is on actions for increasing school effectiveness. The program is comprised of five content strands--vision building, improving the school climate, improving instruction, implementing curriculum, and monitoring school progress. This workbook presents materials for three sessions that focus on curriculum development. It contains descriptions of group activities, handouts, and transparencies. The program is research based, has clear goals and operational objectives, builds on prior experiences and is related to the school situation, focuses on the leader who engages the entire staff, promotes collaboration among colleagues, and utilizes the experience of school practitioners. (LMI)

ED 383 101   EA 026 758

Brown, Genevieve, Ed.; Irby, Beverly J., Ed.
Women As School Executives: A Powerful Paradigm.
PUB DATE- 93
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Career Development; *Educational Administration; Elementary Secondary Education; Females; *Leadership; Leadership Styles; Occupational Aspiration; Quality of Working Life; School Administration; Sex Bias; Sex Discrimination; *Women Administrators

This book contains 14 articles that examine the role of women in creating a new order of leadership--one that is dedicated to a quality education for all learners. It offers a "women-inclusive" model for educational administration, which reconceptualizes research, theory, and practice by taking the female perspective into account. Following the foreword by Dawn Youdan and the introduction by Genevieve Brown and Beverly J. Irby, three articles in section 1 clarify the existing leadership paradigm and document the barriers that women face: (1) "Rethinking the Paradigm: Women in Leadership Roles" (Judy Reinhartz and Faye Lynn King); (2) "Women's Styles of Leadership and Management Strategies" (Teresa Ann Langford); and (3) "The Juxtaposition of Career and Family: A Dilemma for Professional Women" (Regina M. Watkins, Margie Herrin, and Lonnie R. McDonald). The second section challenges readers to rethink the prevalent paradigm and proposes that women's skills and characteristics are particularly suited for dynamic leadership: (4) "Rethinking the Paradigm: The Potential Effect on Aspiring Women Administrators" (Marianne Reese); (5) "Leadership in School Administration: The Female Advantage" (Carole Funk); (6) "Women's Leadership Style" (Robin McGrew-Zoubi); (7) "Why Women Are Ready for Educational Leadership Positions" (Linda Avila); and (8) "Paying Our Rent" (Evelyn Farmer). Articles in the third section offer insightful observations and strategies for transforming the leadership paradigm: (9) "She Wants to Be a Principal" (Trudy A. Campbell); (10) "The Road to Empowerment in Higher Education: How Women Have Broken through the Glass Ceiling" (Carolyn Tyree); (11) "Transforming the System: Women in Educational Leadership" (Genevieve Brown, Beverly Irby, and Cynthia D. Smith); (12) "Voices of Experience: Best Advice to Prospective and Practicing Women Administrators from Education's Top Female Executives" (Gloria A. Slick and Sandra Lee Gupton); (13) "Women in Leadership: A Support System for Success" (Genevieve Brown and Jimmy Merchant); and (14) "The Educational Environment of Women: Effects and Equity" (Donna Arlton and Vicki T. Davis). References accompany each chapter. (LMI)

ED 383 140 EC 303 964

Bradley, Robert H.; And Others

Parental Characteristics, Family Ecology, and the Caregiving Environment of Adolescents with Disabilities.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 9 Nov 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Disabilities; *Ecological Factors; *Family Characteristics; *Family Environment; Family Income; Family Relationship; Family Structure; Marital Satisfaction; *Parent Child Relationship; Parent Role; *Severity (of Disability); Stimulation

This study examined relationships between the caregiving environment, severity of disability, and several aspects of family ecology for 102 adolescents with disabilities. Family ecology variables included poverty status, parental intelligence, social support, and marital quality. The disability categories were mental retardation; orthopedic impairment; sensory impairment; and impairments of speech, language, or learning. The level of stimulation and structure in the home environment was related to parental intelligence, marital quality, and the severity of sensory impairment. Adolescents from homes where parents had higher IQs and reported better marital quality received more stimulation and structure. Less stimulation and structure were received by adolescents with more severe sensory impairments and mental retardation. An interaction was also observed between social support and poverty status, with social support acting as a buffer against poverty and adequate family finances acting as a buffer against lack of social support. Adolescents with disabilities who came from families low in both social support and economic resources received less stimulation and support than expected. The only significant effect observed for the nurturance/support aspects of the caregiving environment was race, with African-American adolescents receiving higher scores on acceptance and responsivity compared to Caucasians. (Contains 34 references.) (SW)

ED 382 789 CE 068 859

Swanson, Richard A.
Analysis for Improving Performance. Tools for Diagnosing
Organizations & Documenting Workplace Expertise. Berrett-
Koehler Organizational Performance Series.
PUB DATE- 94
NOTE- 286p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Case Studies; Data Collection;
Diagnostic Tests; Evaluation Criteria; *Evaluation Methods;
Identification; *Job Performance; Labor Force Development;
Models; Needs Assessment; *Organizational Development;
*Organizational Effectiveness; Performance Factors; *Personnel
Evaluation; Records (Forms); *Systems Approach

This book details the work required at the outset of all efforts designed to improve an organization's performance at the organization, process, and/or individual levels. The book is divided into four parts that are devoted to the following aspects of conducting the systematic diagnostic analysis required to improve performance: (1) analysis as the key to improving performance (linking improvement programs to real organizational goals, systems thinking as the foundation of diagnosis and documentation, and a case study of analysis for performance improvement); (2) diagnosing organizational performance (concepts for diagnosing performance, the performance diagnosis process, constructing a performance improvement proposal, and data collection methods); (3) documenting workplace expertise (the nature of workplace expertise; documenting job descriptions and developing task inventories; and procedural, systems, and knowledge task analyses); and (4) managing analysis work to improve performance (organizing and prioritizing analysis work for maximum performance impact and progressing from analysis to performance improvement). Appended are master copies of 15 diagnostic forms. Contains 69 references. (MN)

ED 382 826 CE 068 930

Guglielmino, Lucy; And Others
Basic Skills Needs Analysis and Curriculum Design for the Workplace. A Self-Study Handbook.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
PUB DATE- 93
NOTE- 130p.; Product of the Workforce Literacy Cooperative Training and Dissemination Project.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Basic Skills; Competence; Core Curriculum; *Curriculum Design; Data Collection; *Educational Needs; Independent Study; Interviews; Job Analysis; Learning Activities; Lesson Plans; *Literacy Education; Material Development; *Needs Assessment; Task Analysis
IDENTIFIERS- *Workplace Literacy

This handbook, which is based on a self-directed format, is written for adult education specialists, curriculum designers, and learning facilitators who want to help adult workers develop the basic skills needed for improved job performance. Discussed in part 1 are reasons for teaching basic skills in the workplace, considerations in developing effective workplace education programs, and a curriculum development model that views basic skills analysis and curriculum design as critical elements of creating a viable workforce education program. Part 2 deals with the process of conducting a basic skills analysis. It includes four case studies illustrating various steps of the skill analysis process: interviewing contact persons and employees, gathering data and workplace print materials, determining core competencies, and creating and completing a basic skills task analysis. Part 3 examines the steps in developing workplace curricula: developing a curriculum design, writing instructional goals, evaluating entry behaviors of learners, selecting learning activities, and writing lesson plans. Four case studies devoted to creating customized curriculum materials are included. Contains 11 references. Appended are answers to the case studies and a list of 21 selected student workplace texts and 54 books and government documents about literacy. (MN)

ED 382 865 CE 069 033

Evaluation of Literacy and Basic Skills Initiatives.
SPONS. AGENCY- Ontario Ministry of Skills Development, Toronto.
PUB DATE- 88
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Adult Basic Education; *Adult Literacy; Foreign Countries; *Literacy Education; *Outcomes of Education; *Program Effectiveness; Program Evaluation; Program Improvement; Research Methodology; Teaching Methods
IDENTIFIERS- *Ontario (Toronto); Workplace Literacy

An evaluation was conducted of three adult literacy and basic skills programs in Ontario (Canada) to identify the type and nature of clients served and services provided by the programs. Research methodology included mailed questionnaires (n=150, 78 percent returned), 92 personal and telephone interviews with instructors and administrators of literacy programs, and 539 telephone interviews with former and current participants in the three programs. Some of the findings of the study are as follows: (1) the three programs (Ontario Basic Skills, Ontario Community Literacy, and Ontario Basic Skills in the Workplace) provide differing services according to their objectives; (2) the three programs serve different but overlapping groups of people; (3) most of the program participants felt they had achieved improved reading skills and gains in self-confidence; (4) generally, the programs were well matched to their clientele and provided helpful services; and (5) most participants saw positive job-related benefits resulting from their participation in the programs. Recommendations included the following: encouraging participants to increase the time spent in the programs, upgrading teachers' skills, assessing learning disabilities, and developing literacy materials and methods and evaluation methods. (Three appendices are attached: list of persons interviewed, discussion of government's role in literacy in Ontario, and a report on literacy training needs of specific population groups.) (KC)

ED 382 905 CG 026 245

Granello, Darcy Haag
The Use of Primary Prevention in Mental Health Consultation.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adjustment (to Environment); *Consultants; *Consultation Programs; Human Resources; Intervention; Mental Health; *Mental Health Programs; Morale; *Prevention; Technical Assistance
IDENTIFIERS- Consultant Role; *Primary Prevention

Primary prevention addresses issues which are not yet identified as problematic for a specific population. Primary prevention programs typically: (1) are oriented toward a group, rather than an individual; (2) have a before-the-fact quality that implies the population is not maladjusted; and (3) offer programs with the intention of preventing maladaptation or improving psychological health. In mental health consultation, primary prevention can be used to assist individuals in developing their coping skills or to improve systems and institutions which impact the lives of individuals. Consultants have an opportunity to assist mental health agencies and schools with this transition to primary prevention. There are several approaches available to assist with these changes, including education and training, program changes, and changes in the structure of the delivery system. Consultants can assist with each of these approaches through individual or group interventions. Substantial barriers exist to effective primary prevention consultation. Nevertheless, consultants can address these barriers by taking extra precautions. For example, they can present ideas in a collaborative manner and set goals for primary prevention only with the assistance of the consultees. (Contains 11 references.) (JE)

ED 383 063 EA 026 715

Bodilly, Susan; And Others
Designing New American Schools: Baseline Observations on Nine Design Teams.
PUB DATE- Feb 95
NOTE- 102p.; Report prepared for the New American Schools Development Corporation.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Educational Change; Educational Cooperation; *Educational Improvement; Educational Planning; Educational Strategies; Elementary Secondary Education; *Program Design; Program Development; School Restructuring

This paper describes the initial efforts of the New American Schools Development Corporation (NASDC), a private, nonprofit corporation created as part of the American 2000 initiative to fund the development of new designs for American schools. NASDC is currently funding nine teams to develop and demonstrate designs for high-performing schools. This paper describes results of an evaluation of the nine design teams and their respective sites. It provides baseline information about the designs and how they developed from concepts to demonstrations in real schools. It also describes the initial NASDC efforts, compares and contrasts the nine different designs and their demonstration strategies, and describes the sites that have become partners with the nine design teams. Data were collected through site visits and interviews with participants. Also, proposals, design documents, and interim reports were reviewed. The teams' proposals varied in four different ways--by the scope of the design and its required collaborators, the chosen demonstration strategy, readiness factors, and site choices. Those teams with core focus designs, a team specification-and-development approach, a strong indication of readiness, and a modest number of sites are more likely to be successful. Two teams fit this description--the Audrey Cohen College System of Education (implemented at schools in Phoenix and San Diego), and Roots and Wings (at St. Mary's County, Maryland). Nine figures and four tables are included. Contains 12 references. (LMI)

ED 383 180　　　　FL 022 952

Simpson, Alan
Statement of United States Senator Alan Simpson during Debate on H.R. 4312, a Bill To Reauthorize the Use of Bilingual Ballots in the United States.
PUB DATE- 95
NOTE- 16p.; From the "Congressional Record," August 6, 1992.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; *Elections; *English (Second Language); Federal Government; Federal Legislation; *Language Role; Language Usage; *Multilingual Materials; Political Influences; *Public Policy; Voting Rights

The statement of Senator Alan Simpson (Republican, Wyoming) is in opposition to the House of Representatives Bill to reauthorize use of bilingual ballots in United States elections. The principal argument offered is that use of bilingual ballots would promote divisiveness rather than inclusion or cohesion, by encouraging the growth of enclaves within the country where English is not the common language. Several prominent authors are cited as opposing the spread of bilingualism. It is suggested that providing bilingual ballots would: (1) not encourage the learning of English but would reduce pressure to learn it and give the impression that the government does not consider knowledge of English to be important; (2) support ethnic separateness; and (3) endanger consistency in communication. A number of legislators who have supported the learning of English among immigrants are cited. It is further argued that the government has little evidence to support continuing use of bilingual ballots, and that since their institution, the voting rate among Hispanics has actually declined in relation to that of white voters. Votes in California that reject bilingual ballots are also noted. Several questions concerning the effectiveness of bilingual ballots are posed as issues that must be investigated further.

(MSE)

ED 383 200 FL 022 999

Hsu, Yuehkuei
Ethnography and Bilingualism.

PUB DATE- 12 May 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bilingual Education; *Bilingualism; Cross Cultural Studies; Cultural Context; *English (Second Language); *Ethnography; Foreign Countries; *Literature Reviews; Second Language Learning
IDENTIFIERS- Australia; California; Quebec; Taiwan

This paper summarizes studies conducted on ethnography and bilingualism that illustrate the occurrence of events in context, conducted using ethnographic methods, thereby permitting a fuller, more in-depth understanding of language acquisition and development. Studies reviewed include examples of English language acquisition by a 5-year-old Taiwanese male, an Australian family raising their children in a bilingual household, bilingual education in a Chinese community, a Mexican-American community in California, and four families in arctic Quebec. Ethnographic studies offer the various forms, functions, and literacy values within the cultural framework. Findings from such studies evidence why ethnographic case study designs have been strongly supported in recent applied bilingual education. (Contains 18 references.) (NAV)

ED 382 846 CE 068 987

Successful Human Relations. Life Skills. Teacher Edition.
PUB DATE- 95
NOTE- 161p.; For other documents in this series, see CE 068 556-557, CE 068 783-785, and CE 068 985-986.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Attitude Change; Behavioral Objectives; *Behavior Development; Competency Based Education; *Daily Living Skills; Home Economics; *Human Relations; *Interpersonal Competence; Learning Activities; Lesson Plans; Secondary Education; Teaching Guides

This teacher's guide is designed for use in presenting a three-unit course in successful human relations that is part of a life skills series intended to help students become more self-sufficient in their personal and professional lives. The course's three instructional units cover these topics: understanding behavior, developing attitudes, and interacting with others. Each unit contains some or all of the following: performance objectives, suggested activities for instructors, handouts, information sheets, supplements, transparency masters, instructional supplements providing suggestions for teaching basic skills and problem solving, job sheets, written tests, and assignment sheet and test answers. Academic skills training is combined with life skills training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies.

(MN)

ED 382 885 CE 069 221

Riley, Linda L.

Wisconsin Vocational Equity Leadership Cadre Support Project. FY 95. Final Report.

SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jun 95
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affirmative Action; *Compliance (Legal); Educational Legislation; *Equal Education; Federal Legislation; Leadership Training; Postsecondary Education; Program Implementation; Program Improvement; Secondary Education; *Sex Fairness; *Staff Development; *State Programs; Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Wisconsin

A project was developed to provide technical assistance and staf development to the Wisconsin Vocational Equity Leadership Cadre to enable them to assist local districts in meeting the equity assurances in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 as well as Wisconsin's equity goals as prescribed in state law. The staff development part of the project included 8 days of training provided to approximately 80 members of the cadre, a group of educators responsible for providing regional training for local school districts. This training was designed to build participant skills and expand their knowledge of equity issues and how they affect school climate, students' career choices, vocational training, and preparation for work and family roles. Technical assistance, resources, and information will continue to be provided on an ongoing basis and as the needs of the members dictate. The project also provided the following: assistance for the University of Wisconsin-Stout Equity Resource Center; technical assistance for schools in processing equity assessment surveys and compiling the results for local school districts; and a survey for the Bureau of Vocational Education of national and state equity professionals to ascertain future directions for Perkins funding. (Six appendixes, constituting the bulk of the document, contain the following project materials: list of cadre participants; cadre meeting agendas, evaluations, and list of handouts; resource guide--an 82-page annotated bibliography; newsletters; composite report summary; and training agenda, evaluation summary, and a list of participants.) (KC)

ED 382 986 CS 214 872

Peterson, Mary
Research Analysis of Primary Children's Writings.
PUB DATE- 8 Jun 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Child Language; *Childrens Writing; *Developmental Stages; *Invented Spelling; Language Experience Approach; Literature Reviews; Primary Education; Reading Writing Relationship; Spelling Instruction
IDENTIFIERS- *Emergent Literacy; *Writing Development

The purpose of this study is to show that children go through writing stages while learning to write. Understanding these stages can help children become more effective writers in expressing feelings, memories, and concerns to gain recognition with themselves and others. A literature review examined stages of writing and long-term results from using invented spelling. It is clearly shown (Marietta Hurst et al., 1983) that most children do go through stages in their writing. Not all children go through stages at the same time and some children may even skip a stage, but children's writings nevertheless show what stage of writing they are in for that piece of writing. Also, the stages of writing are not always labeled the same from researcher to researcher but a correspondence between the stages they identify is nevertheless evident. Research also shows that invented spelling is important for children because it allows them to take risks and write without the fear of making mistakes. J. Barnhart and E. Sulzby (1986) show that children, no matter what their socioeconomic status, begin to make transitions over to conventional spelling "with little threat." Hipple's research (1985) shows that even when children regress, they still develop when it is appropriate for them to do so. D. Richgels (1995) found that good invented spellers were also good readers. Children, who write intending to convey a message, can read and reread their own invented spelling writings almost the same every time. (Contains 12 references.) (TB)

ED 383 005   CS 508 899

McCall, Jeffrey M.
Affirming Commonalities--Curriculum Directions To Support the Study of All Contexts of Communication.
PUB DATE- 20 Nov 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Higher Education; Journalism; Journalism Education; *Liberal Arts; *Mass Media; *Speech Communication; Unified Studies Curriculum; Vocational Education
IDENTIFIERS- Commonality; Communication Context

A number of reasons could no doubt be found for why the study of communication has been so fragmented over the years. R. Blanchard and W. Christ have indicated that when mass communication courses were first developed, those courses were generally located in departments "offering vocationally based instruction." Speech communication and mass media have remained split along these lines. However, it makes sense that the two should come together in one department. Theoretically, they are very similar areas of study, as both are concerned with the same basic concepts: channels, structure, symbols, feedback, credibility, listening, control mechanisms, and ethics. Practically, they both fare better in the university environment today. Turf wars between the various subdisciplines of communication expose the discipline as a whole to charges of not fitting in with other traditional liberal arts studies. As

mass media and speech communication departments have been the target of massive cuts recently, a consolidation could benefit both. But when a consolidation occurs, it is essential that the same courses now offered are not simply relisted under a new department heading. While some courses would remain unchanged, both an introductory and a capstone course should bring students studying the various branches of the communication field together. The time for reform is now; the key to success is a clear statement of defense defining communication study as necessary to the university and society as a whole. (Contains 17 references.) (TB)

ED 383 044 EA 026 583

Hanson, E. Mark; Ulrich, Carolyn
Democracy, Decentralization and School-Based Management in Spain.
PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decentralization; Democracy; Elementary Secondary Education; Foreign Countries; *Governance; Governing Boards; Institutional Autonomy; Leadership; Participative Decision Making; *School Based Management
IDENTIFIERS- *Spain

This paper presents findings of a study that described and analyzed the first 5 years (1985-90) of the Spanish experience in school-based management (SBM). The Spanish experience is instructive because the country, formerly comprised of independent territories, made a swift and peaceful transition to democracy. As a means of reinforcing the democratization process, local school governance committees made up of elected parents, teachers, and students were established in all public and private state subsidized schools. A significant amount of authority was delegated to the SBM committees, including the authority to elect the school director from teacher-candidates. Data were gathered through document analysis and interviews with teachers, local and regional administrators, and senior Ministry of Education officials. Findings indicate that a considerable gap existed between theory and practice. The School Councils failed to demonstrate a high degree of influence in directing school affairs and the number of teachers willing to run for the directorship declined. A conclusion is that SBM plays an important symbolic role in democratic participation at the local level, but has not demonstrated the anticipated improvement in administrative processes. The practice of SBM can be improved by introducing meaningful incentives to attract teachers to stand for election, establishing requirements for administrative training, opening up the election process to qualified candidates from any school, and delegating additional power to the School Councils. Two tables are included. (LMI)

ED 383 120 EC 303 931

Hegler, Kay Loomis
The "What, Why, How, and If" of Inclusion Processes in Rural Schools: Supporting Teachers during Attitude and Teaching Behavior Change.
PUB DATE- 6 Apr 95
NOTE- 22p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Attitude Change; *Change Strategies; Elementary Education; Graduate Study; Higher Education; *Inclusive Schools; Inservice Teacher Education; Intervention; Mainstreaming; *Mild Disabilities; Pilot Projects; Program Effectiveness; *Rural Education; Social Integration; Student Attitudes; *Teacher Attitudes; Teacher Education

This study examined attitudes toward inclusive education among rural educators serving students with mild disabilities, with attention to the effectiveness of three models to promote attitude change. The three interventions assessed were a 1-day inservice meeting followed by a pilot inclusion project during the academic year; a graduate course meeting weekly for 12 weeks; and a week-long intensive graduate course. Elementary school practitioners (n=181) completed a Teacher/Administrator Attitude Questionnaire before and after the staff education interventions. Staff (n=13) involved in the pilot inclusion project completed a Collaborative Teaming Questionnaire. Elementary school students (n=33) with special needs also completed a questionnaire, Feelings about Self, to measure social integration at school. For the staff members, each of the three intervention strategies was found to be effective in promoting positive attitude change about inclusive education. Student responses indicated agreement with inclusive practices as well as resource room or pull-out practices. The three questionnaires are appended. Four tables showing survey results are included. (SW)

ED 383 222 FL 023 068

Coles, Felice Anne
Preserving "The Best" and "Typical" Isleno Spanish.
PUB DATE- Jan 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Linguistic Society of America (69th, New Orleans, LA, January 5-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audiotape Recordings; Bilingualism; Diachronic Linguistics; *Language Attitudes; *Language Maintenance; Language Patterns; Language Research; *Language Styles; *Language Variation; Linguistic Borrowing; Morphology (Languages); Native Speakers; *Regional Dialects; *Spanish; Syntax
IDENTIFIERS- *Louisiana (Saint Bernard Parish)

Language attrition research usually attempts to elicit all types of usage from speakers of all fluency levels in a dying language in order to abstract changing linguistic patterns from situational variation. Informants adept at hiding their vernacular and improvising in an obsolescing variety are reluctant to admit to such scrutiny. In a linguistic study reported here, the isleno community asked researchers to act as archivists for a dialect revitalization movement. The few hundred remaining semi-speakers and bilinguals of "isleno" Spanish in Saint Bernard Parish (Louisiana) wanted the "best" Spanish to be recorded: the most formal register used by the last performers of oral narratives. The solution reached by community members and researchers was to have audiotapes of "typical" speech (everyday conversational style) used for less fluent members to reduce immediate identification and judgment.

Both styles of speech, formal and informal, which contains hallmarks of language death such as loan phonology, simplified verb morphology, and English-like syntax, will be used to support the revitalization effort. Contains 29 references. (Author/MSE)

ED 382 770 CE 068 783

Basic Automotive Responsibilities. Life Skills. Teacher Edition.

PUB DATE- 95
NOTE- 143p.; For other documents in this series, see CE 068 556-557, CE 068 784-785, and CE 068 985-987. Supersedes ED 303 577.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; Consumer Education; *Daily Living Skills; *Equipment Maintenance; Home Economics; Insurance; Learning Activities; Lesson Plans; Maps; *Map Skills; *Motor Vehicles; Secondary Education; Teaching Guides
IDENTIFIERS- *Automobile Insurance

This teacher's guide is designed for use in presenting a four-unit course in basic automotive responsibilities that is part of a life skills series intended to help students become more self-sufficient in their personal and professional lives. The course's four instructional units cover these topics: purchasing a motor vehicle, maintaining a motor vehicle, purchasing motor vehicle insurance, and using a road map. Each unit contains some or all of the following: performance objectives, suggested activities for instructors, handouts, information sheets, supplements, transparency masters, instructional supplements providing suggestions for teaching basic skills and problem solving, job sheets, written tests, and assignment sheet and test answers. Academic skills training is combined with life skills training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

ED 382 808 CE 068 896

Churchill, Kevin, Comp.; And Others

Program-Based Literacy Materials Catalogue. A Project of the Ontario Regional Literacy Desktop Publishers. First Edition.

SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Ministry of Education and Training, Toronto.
PUB DATE- Jan 94
NOTE- 331p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Annotated Bibliographies; *Courseware; Curriculum Guides; Daily Living Skills; Desktop Publishing; Foreign Countries; *Instructional Materials; *Literacy Education; Reading Materials; *Resource Materials; Student Developed Materials; Workbooks

IDENTIFIERS- *Ontario

This catalogue, which is intended as a resource for literacy practitioners, contains information about program-based literacy materials produced by Ontario's (Canada) four desktop publishing centers for literacy programs. A total of 148 instructional materials (including materials developed by literacy learners), tutor/practitioner tools, and reading materials for adult literacy learners are profiled. Among the tutor/practitioner tools described are curriculum guides, training manuals, workbooks, and other materials designed for use with learners. Many of the reading materials designed for adult students include life skills information. Each entry includes some or all of the following: title; author; brief description; reading level; date of publication; ordering information (distributor, address, price, phone/fax, ISBN number); sample page; and an icon identifying the material as learner written, a tutor/practitioner tool, or interesting reading. A main index listing all titles in alphabetical order and an author index are provided. (MN)

ED 382 926 CS 012 137

Jones, Joanna

The Teacher-Librarian Partnership in a Literature-Based Approach.

PUB DATE- 1 Dec 94
NOTE- 7p.; Paper presented at the Annual Meeting of the National Reading Conference (44th, San Diego, CA, November 30-December 3, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Librarians; *Librarian Teacher Cooperation; *Library Role; Reading Research; *Teacher Behavior

A year-long study focused on how the teacher-librarian partnership was enacted within different elementary school contexts where there is a literature-based approach for instruction. Teachers and librarians at two schools were observed for a total of 392 hours. Purposeful conversations to gather information or interviews were employed in conjunction with the observation. Eight theoretical constructs emerged from data analysis: (1) partnership events occurred in three ways--purposeful, springboard, and accidental; (2) partnerships supported literature-based instruction; (3) to survive, partnerships must have evidenced support, maintenance, and reward; (4) technology expanded teacher-librarian partnership possibilities; (5) contextual constraints or barriers existed which impeded teacher-librarian partnerships; (6) literature-based instruction had different meanings to different practitioners; (7) literature-based instruction was distinguished from whole language by practitioners; and (8) literature-based approaches were limited by and confounded with skills approaches, district expectations, and eclectic methods. Findings address how the teacher-librarian partnership evolves in the elementary school curriculum and how the teacher-librarian partnership is enacted. (Contains 19 references.) (RS)

ED 383 024 CS 508 934

Jasmine, Julia
Addressing Diversity in the Classroom: Professional's Guide.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Communication; *Cultural Differences; Educational History; Elementary Secondary Education; Literacy; Multicultural Education; *Public Education; *Social Differences; Student Needs; *Teacher Role
IDENTIFIERS- *Communication Strategies

Intended to address classroom diversity that covers race, religion, language, economic status, and physical and mental abilities, this book argues that public education is going to reach a point where it will not work unless the growing diversity in schools is thoughtfully examined. The book suggests many easy-to-implement activities for use in the multicultural classroom. It considers ways to become more successful in addressing diversity by taking a look at ways to: (1) gather data; (2) decide how to get started; (3) pass on what has been learned; (4) help students begin to work together and accept one another in groups; (5) help the adults in the school community come together to accept multiculturalism and value diversity; (6) help students acknowledge their uniqueness and the uniqueness of others; and (7) ensure professional growth and support in all of these endeavors. In the book particular attention is paid to the historical view of public education and diversity, using multicultural literature, and effective communication among teachers and administrators and parents. The book concludes with a list of other resources, and a list of helpful journals and organizations. Contains an extensive reference list. (NKA)

ED 383 083 EA 026 737

Ryan, Peter
Cost Analysis and Instructionally Sound Assessment Practices:
Issues for Local Exploration.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; Costs; *Educational Assessment; *Educational Finance; *Efficiency; Elementary Secondary Education; Evaluation Methods; Expenditures; State Action; State Legislation
IDENTIFIERS- *California

On September 30, 1993, Far West Laboratory (FWL) and the California Assessment Collaborative (CAC) sponsored a cost/benefit forum to examine cost-analysis issues associated with the development and implementation of instructionally sound assessment. This report highlights the central ideas addressed at the forum, incorporates the audience participation and feedback, and casts the discussion in the context of local assessment reforms faced by California schools. Following a description of the forum proceedings, a summary of the major conceptual and methodological issues is presented. These issues included the infusion and allocation of limited resources, the distinction between expenditures and costs, types of benefits (benefits of the reform and those foregone), and factors influencing cost estimates (efficiency, alignment, and substitution). It is argued that the range of cost must be established in order to place some realistic boundaries on discussions of resources required for successful, local assessment reform. Educators and policy makers need to develop more sophisticated models of costs and benefits beyond the expenditure analysis most typically presented. Such models must include analyses of alternatives both in terms of expected benefits from the chosen option as well as the benefits foregone from those rejected. They should also include a range of scenarios that reflect high and low levels of substitution and efficiency. Rarely will reforms be paid fully by incorporating substitution methods. Consequently, policy makers must provide evidence of efficiency along with the arguments of alignment that are typically proffered when new programs are introduced. (LMI)

ED 383 160   EC 303 994

Lachat, Mary Ann
Learner-Based Accountability: Making Schools Work for All Students.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Accountability; Change Strategies; *Disabilities; *Educational Change; Educational Trends; Elementary Secondary Education; *School Effectiveness; School Restructuring; *Special Needs Students; *Student Educational Objectives; Trend Analysis
IDENTIFIERS- Goals 2000; *Learner Based Accountability System; National Center on Educational Outcomes; National Council on Educ Standards and Testing; NCTM Curriculum and Evaluation Standards; Secretarys Comm on Achieving Necessary Skills

This monograph reviews recent trends in school reform and proposes "learner-based accountability" as a new paradigm for conceptualizing and implementing school reform. The first chapter notes both an economic mandate for school change and a mandate for increased equity. It identifies key findings of the school effectiveness movement and stresses the importance of defining and monitoring the intended impact of reform initiatives on educational results. The second chapter reviews the movement to define standards and outcome frameworks, with sections addressing the establishment of national goals and standards (the Goals 2000 initiative), standards established by the National Council of Teachers of Mathematics, and recommendations of the National Council on Educational Standards and Testing. It also considers other outcome frameworks including those explained in reports of the Secretary of Labor's Commission on Achieving Necessary Skills (the SCANS Reports), the outcome framework for special education developed by the National Center on Educational Outcomes (NCEO), curriculum frameworks established by specific states, and implications of these standards for students with diverse needs. The final chapter addresses how the learner-based accountability paradigm can provide a focus for schools and be systematically monitored by means of management information system (MIS) technology. Application of a school-based MIS to support students with special needs is discussed in relationship to implementation of the NCEO framework. (Contains 48 references.) (DB)

ED 383 201 FL 023 000

Valdes, Guadalupe; Figueroa, Richard A.
Bilingualism and Testing: A Special Case of Bias.
PUB DATE- 94
NOTE- 265p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Achievement Tests; *Bilingualism; *Cognitive Processes; Court Litigation; Diagnostic Tests; Individual Differences; Intelligence Tests; *Language Role; Legal Problems; Measurement Techniques; Occupational Tests; Personality Measures; Psychometrics; Research Needs; Special Education; *Standardized Tests; *Test Bias; Testing; *Testing Problems; Trend Analysis

Issues in the testing of bilinguals are examined, particularly in the context of poor results attained on standardized tests by bilingual children. Discussion begins with an examination of definitions and classification of bilingualism, citing some evidence of confusion in use of terminology. Causes for this confusion are seen in popular misconceptions and measurement deficiencies. Research that has explored the relationship between bilinguals and cognitive complexity is then reviewed and four types of testing (intelligence, achievement, personality, and vocational) are explored in greater detail. A section is devoted to discussion of diagnostic testing, especially with regard to special education. Both legal and psychometric issues are addressed here. The final chapter outlines three options for testing bilinguals: minimizing the potential harm of using existing standardized tests with circumstantial bilinguals; temporary abolishment of standardized test use with circumstantial bilinguals; and development of alternative approaches to testing and assessment. Issues in assessment of competency are noted. An essay making recommendations for research on bilingualism and testing is appended. The book contains a substantial bibliography, author index, and subject index. (MSE)

ED 382 790   CE 068 860

Kirkpatrick, Donald L.
Evaluating Training Programs. The Four Levels. Berrett-Koehler Organizational Performance Series.
PUB DATE- 94
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Case Studies; *Corporate Education; Evaluation Criteria; *Evaluation Methods; *Evaluation Needs; *Industrial Training; Models; *Program Evaluation; Training Methods

This book, which is designed for practitioners in the training field, explains the principles of evaluating training programs on the basis of a four-level model consisting of the following components: reaction, learning, behavior, and results. The book is divided into two parts. Part 1, which consists of eight chapters, describes the concepts, principles, guidelines, and techniques for evaluating training programs at all four levels. In chapter 1, evaluation is discussed as the final step in a 10-step training program development and implementation process. Chapters 2 and 3 detail the reasons for evaluating training programs and the four levels of evaluation. Each of the next four chapters (4-7) is devoted to the unique features of evaluation of each component of the model's four levels. Chapter 8 presents guidelines for implementing the four levels. Part 2 contains 13 case studies from a wide range of nationally known organizations that have implemented evaluation at one or more of the four levels. Among the types of training programs examined in the case studies are the following: a training program for nonexempt employees; programs of training in performance appraisal and coaching, creative management, presentation skills, supervisory skills, and sales; and an outdoor-based training program. Contains 60 tables/figures and 10 references. (MN)

ED 382 827 CE 068 932

Models of Excellence in Adult Learning. Recipients of the 1994 Secretary's Award for Outstanding Adult Education and Literacy Programs.

PUB DATE- Oct 94

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Learning; *Adult Programs; Basic Skills; *Demonstration Programs; *Educational Practices; *Excellence in Education; High School Equivalency Programs; *Literacy Education; Models; Program Descriptions

This booklet profiles the 10 recipients of the 1994 Secretary of Education's Award for Outstanding Adult Education and Literacy Programs. The following programs are profiled: Portland Adult Education (Portland, Maine); The Center for Literacy, Inc. (Philadelphia); James H. Groves Adult High School (Dover, Delaware); Adult Basic Skills Education Program (Hickory, North Carolina); Harris County Department of Education (Houston, Texas); Adult Education Center (Rockford, Illinois); Adult Literacy Program at the College of Dupage (Glen Ellyn, Illinois); CSI Adult Basic Education (Twin Falls, Idaho); Merced Union High School District (Merced, California); and South East Regional Resource Center (Juneau, Alaska). Each program profile contains some or all of the following: description of the program's community setting and services; lists of outstanding features, demonstrated results, and elements for replication; and project contact person. Also included are the following: list of national education goals for the year 2000; background information on the Secretary's Award and the award selection criteria; and lists of nine other 1994 finalists, information contacts, and a list of states in each of the four regional areas. (MN)

ED 382 847 CE 068 988

Soil, Plant, and Crop Science. Teacher Edition.

PUB DATE- 96
NOTE- 1,022p.; For a related document, see ED 380 621.
LANGUAGE- English
EDRS Price- MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; *Agronomy; Behavioral Objectives; Classroom Techniques; Competence; *Competency Based Education; Course Content; Fertilizers; Field Crops; Harvesting; Horticulture; Land Use; Learning Activities; *Plants (Botany); Postsecondary Education; Secondary Education; *Soil Science; Teaching Guides; Teaching Methods; Units of Study; Vocational Education

This package contains an instructor's manual, an instructor's resource package, and a student workbook for a course in agricultural production and management as it relates to crop production. The module contains 17 units of instruction, each of which contains some or all of the following components: objective sheet, instructor's guide, information sheet, assignment sheet, job sheet and skill test record, written test, answers to assignment sheets and written test, transparency masters, learning activity package (LAP) sheet handouts, and other required media. These components are organized within three sections as follows: (1) instructor's manual--information on measuring student performance gains, required criteria for a competency-based education program, a curriculum and duty-task matrix, a basic skills matrix, one set per unit of the instructor's guide, answers, and test code sheets; (2) instructor's resource section--a LAP sheet, transparency masters, and the written test; and (3) student workbook--objective sheets, information sheets, assignment sheets, and job sheets. Unit components are tied to measurable and observable learning outcomes, and most units of instruction are designed for use in more than one lesson or class period. The following topics are covered in the 17 units: introduction to soil, plant, and crop science; safety; careers; soils; soil sampling; fertilizers and irrigation; soil conservation practices; land uses and classification; land legal descriptions; growth and reproduction; seeds and plants; common pests; controlling pests; native and improved pastures; harvesting; marketing crops and grades; and price trends and cycles. A booklet describes the NPK$PLUS interactive software program on soil testing that is available from the Department of Agronomy, Oklahoma State University. (KC)

ED 382 906 CG 026 247

Balgopal, Ramaswamy; And Others

The Relationship among Intelligence, Personality, and Vocational Interests.

PUB DATE- Nov 94
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; Career Choice; *Career Counseling; Career Planning; Correlation; *Intelligence Tests; *Interest Inventories; *Personality Measures; *Vocational Interests
IDENTIFIERS- Kaufman Adolescent and Adult Intelligence Test; Myers Briggs Type Indicator; Strong Campbell Interest Inventory

The purpose of this study was to examine the simultaneous relationships among intelligence, personality, and vocational interests. The study sample was composed of 874 individuals aged 14 to 83. Intelligence, personality, and vocational interest were measured using the Kaufman Adolescent and Adult Intelligence Test, Myers-Briggs Type Indicators, and Strong Interest Inventory respectively. A canonical correlation analysis was performed between each pair of instruments. Overall, the results of the study indicate modest relationships among the domains of intelligence, personality, and vocational interests. The relationships observed in the present canonical correlation analyses between intelligence and both personality and vocational interests reflect overlap with general ability, especially the kind that is associated with schooling and overall acculturation experiences. The relationships do not seem to denote an overlap with fluid ability, the kind of intelligence that is demonstrated when people are able to solve novel problems that are largely unaffected by schooling; nor do the relationships seem to donate correspondence to intellectual abilities that are less saturated with "g" (general intelligence), such as short-term memory or visual-spatial ability. Whereas the areas of overlap should help professionals interpret the measures jointly, the results affirm that none of the measures are redundant with each other and all have much uniqueness to contribute to an assessment of an adolescent or adult. (Contains 27 references.) (JE)

ED 382 948 CS 214 821

Bigler, Ellen; Collins, James
Dangerous Discourses: The Politics of Multicultural Literature in Community and Classroom. Report Series 7.4.

SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC.
PUB DATE- 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Differences; *Ethnic Bias; Ethnography; Intermediate Grades; Junior High Schools; Middle Schools; Multicultural Education; Preservice Teacher Education; *School Community Relationship; *Teacher Attitudes; Teaching Conditions
IDENTIFIERS- *Multicultural Materials; New York (Upstate); School Culture

An in-depth ethnographic study of an upstate New York Middle School in an ethnically polarized community investigated teacher and community response to multicultural literature initiatives. Most of the data for the study came from interviews with and observations of teachers in the school; it was collected mostly over the 1991-92 school year when members of the community were engaged in a conflict between a growing Hispanic population and the town's Euro-American senior citizen population over adapting school practices to meet the needs of the minority youth. In addition to the teachers, 23 minority students were interviewed in depth, as well as a range of parents and politically active community members. Follow-up interviews were conducted in the 1992-93 school year. Results show the importance of recognizing the teacher as the key link in the process of broadening school curriculums through multicultural materials. While teachers used multicultural texts, they drew upon their own experiences and popular understandings in ways that silenced particular discourses--for example, through omission of particular types of selections, avoidance of classroom discussion, or subtle reinforcement of societal biases. These practice were not intended to be harmful to any particular group; most of the teachers were very interested in acting in the best interest of their students. Reasons for this shortcoming could be attributed to the fact that most teachers received their degrees before multiculturalism became an agenda at universities. Also, working conditions can prevent teachers from working through new ideas. Essentially isolated behind closed doors, they do not observe each other teach and do not continue their education usually beyond the courses required for a master's degree. (Contains 70 references.) (TB)

ED 382 966 CS 214 848

Vande Kopple, William J.
Some Explorations of the Synoptic and Dynamic Styles.

PUB DATE- 23 Mar 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; Linguistics; *Literacy; Remedial Instruction; Rhetorical Theory; Writing (Composition); *Writing Instruction
IDENTIFIERS- Academic Discourse; *Basic Writers; Composition Theory; Halliday (M A K); *Writing Style

M. A. K. Halliday's continuum of linguistic styles or modes of representing experience employs two classifications of writing styles: (1) synoptic, and (2) dynamic. The synoptic style represents the world as a world of things, of products, of structures. This style is usually associated with carefully planned, formal writing. The chief characteristic of the style is lexical density, which is the proportion of lexical or content words to the total discourse. At the other end of Halliday's continuum is the dynamic style, which represents the world in terms of happenings, processes, and becomings. It is usually associated with speech, especially spontaneous speech. Its chief characteristic is grammatical intricacy; in other words, it contains many clauses, some hypotactically and some paratactically related to others. A study of student writing in two sections (34 students) of basic writing taught at a four-year college found that many of the sentences in this sample demonstrated a complexity typical of neither dynamic nor synoptic styles but that when some complexity was present it was usually the dynamic sort. This preliminary work raises the possibility that some college students, without kinds of special help, will not be able to move very far along the stylistic continuum toward the synoptic style in their writing. These results justify thinking on the part of literacy scholars about what might allow students to do the kind of scholarly work that seems to correlate highly with the synoptic style. (Contains 14 references.) (TB)

ED 383 102 EA 026 759

Mickens, Frank N.

It Doesn't Have To Be This Way: A Handbook on How To Create a
Positive Environment in Our Schools.

SPONS. AGENCY- American Express Co., New York, NY.

PUB DATE- Dec 94

NOTE- 60p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; *Discipline Policy; Incentives; Leadership; Nontraditional Education; *Organizational Climate; *Principals; School Safety; Secondary Education; Social Control; Student Motivation; *Urban Education

This handbook describes how a New York City high school transformed itself into a model school. Boys and Girls High School is located in Bedford-Stuyvesant, one of the city's toughest neighborhoods. Over the period 1986-94, the school experienced increases in school attendance, the graduation rate, the number of college-bound students, the number of regents-endorsed diplomas, and enrollment. In 15 chapters, the principal describes his philosophy and administrative practices in the following areas: providing effective leadership, building teamwork, providing student incentive programs and in-house academic options, encouraging parent involvement, conducting perimeter patrols and ensuring school safety, creating a positive and orderly environment, managing holidays, preventing student fights, enforcing discipline policies, and strengthening community relations. The principal maintains that students want and need an orderly school environment; this provides the basis for student searches, a dress code, and a strict discipline policy. Effective leadership also means being a visible leader, encouraging parent involvement, and providing student incentives. (LMI)

ED 383 141 EC 303 965

McTaggart, Nancy L.; Burke, Edward P.

Inclusionary Education for Students with Disabilities: Keeping the Promise.

PUB DATE- 30 Dec 94
NOTE- 146p.
LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Disabilities; Early Childhood Education; Educational Change; Educational Needs; Educational Policy; Elementary Secondary Education; Financial Support; *Government School Relationship; *Inclusive Schools; Mainstreaming; Minority Groups; Parent Participation; Parent School Relationship; State Aid; *Student Needs; Teacher Education

This report details progress in providing education in the least restrictive environment to students with disabilities, based on hearings held by the National Council on Disabilities. Examples of successful inclusion education programs at the early childhood, elementary, and secondary levels are described. Strategies for promoting inclusive education are discussed, including enacting instructional and curricular changes, changing grading procedures, creative use of resources and personnel, collaborative planning, and staff training. The value of individual student plans, assistive technology, personal assistance services, and social support is addressed. The numerous barriers to inclusion at the federal, state, and local levels are considered, along with particular barriers faced by minority students with disabilities. The system of financing inclusive education and especially state financing rules are identified as major barriers to inclusion. Funding approaches that have facilitated inclusion in Pennsylvania and those that have encouraged segregation of students with disabilities in Illinois are discussed. Ways to improve teacher preparation and parent training to promote inclusion are considered, along with benefits of inclusion for the total school. Suggestions are also offered for improving student supports; removing administrative, policy, and financial barriers; and improving consumer and professional training. Appended is information on the hearings and on the participants. (SW)

ED 383 181 FL 022 963

Mills, Jon
Learner Autonomy through the Use of a Concordancer.
PUB DATE- 94
NOTE- 26p.; Paper presented at the Meeting of EUROCALL (Karlsruhe, Germany, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Error Analysis (Language); Foreign Countries; *Indexes; *Indexing; *Language Patterns; Language Usage; Lexicology; Research Tools; Second Language Instruction; *Second Languages; Student Participation; *Student Research

Discussion of the use of computerized concordancers (computer software packages that enable large quantities of text to be searched for all occurrences of a particular lexical item) focuses on their potential as a tool for students to use in learning a second language. In considering the pedagogical value of such tools, three areas are considered. The first is the capability of the concordancer to scan text and make comparisons, isolate collocations, sort occurrences alphabetically, compile word lists, and count word occurrences. The second is the source of electronic text, its preparation for analysis, and selection of software. Several specific programs are compared. The third area for consideration is the type of activities students might undertake with a concordancer. It is recommended that such activities encourage the student to take control of his own learning through purposeful interaction with texts, with the teacher in the role of facilitator of student-initiated research. Possible activities include comparison of the student's errors in written work with examples from authentic text, analysis of collocations, differences in register, support for composition exercises, and investigation of an author's vocabulary usage patterns. A list of related addresses is included. Contains 35 references. (MSE)

ED 382 866 CE 069 043

Butler, Shelley

Learning about Literacy and Disability at St. Christopher House Adult Literacy Program.

SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- Mar 91
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Disabilities; Foreign Countries; Group Homes; *Language Experience Approach; *Literacy Education; Participatory Research; Reading Instruction; *Teaching Methods; *Tutoring; Tutors; Writing for Publication; Writing Instruction

This handbook was created through participatory research between November 1989 and July 1990. It includes ideas, experiences, and stories contributed by learners, tutors, teachers, and organizers at St. Christopher House, a group home for people with disabilities in Toronto, Ontario, Canada. The handbook contains five sections: (1) who are the learners?; (2) one-to-one partnerships; (3) the Morning group (the group home participants and tutors); (4) conclusions, including two models of learning, issues for literacy organizers, and goals for the future; and (5) three appendixes listing handbook participants, defining 21 items related to disability, and providing 25 resources. (KC)

ED 383 064 EA 026 716

Colleagues in Faith: Models of Shared Prayer and Collegial Support for Catholic Educational Leaders.

PUB DATE- 94
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Responsibility; Administrator Role; *Catholic Educators; *Catholic Schools; *Collegiality; Elementary Secondary Education; Group Unity; Institutional Mission; *Leadership; Organizational Communication; Religious Education

This publication provides a framework for spiritual leadership and mutual support for and among Catholic school administrators. The group sessions, written by Catholic school administrators, focus on a theme or season to pray, share, celebrate, relax, and show support for one another. Each section presents sample formats for a gathering, including suggested readings, music, and questions for discussion. The sections include the following areas: leadership, a day in the life of Jesus as an educator, Jesus and communication, trust in God's power, the vision of the school as holy ground, prayer, play, hope, Christmas, and the definition of penance. (LMI)

ED 383 223 FL 023 069

Cenoz, Jasone

American vs. European Requests: Do Speakers Use the Same Strategies?

PUB DATE- Mar 95
NOTE- 18p.; Paper presented at the Annual Meeting of the International Conference on Pragmatics and Language Learning (9th, Urbana, IL, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Contrastive Linguistics; Cultural Differences; *Cultural Traits; Discourse Analysis; *English; Foreign Countries; *Interpersonal Communication; *Language Patterns; Language Research; Linguistic Theory; *Pragmatics; *Spanish

This study investigated similarities and differences in the requesting behavior presented by American and European speakers in English and Spanish. Two specific research questions were addressed: (1) whether European or American speakers and native or non-native speakers use the same request strategies in English and Spanish; and (2) whether European or American speakers and native or non-native speakers modify their requests in the same way by using mitigating supportives. Subjects were 106 students at the University of the Basque Country (Spain), 29 Americans and 78 Europeans with various first languages (Swedish, Spanish, Norwegian, Italian, French, Greek, Danish, German, Portuguese). Data were obtained with a general background questionnaire and a discourse completion test. Results indicate that although the conventionally indirect strategy is generally preferred, Americans use more direct and less conventionally indirect strategies than European speakers in English. Americans also use fewer mitigating supportives in both English and Spanish. These characteristics produce an effect of directness in American speech. The English used by Europeans shows pragmatic characteristics closer to those of British English than American English. In Spanish requests, the pattern emerging is the opposite of that in English requests: learners use the conventionally indirect strategy less often than native speakers, and use fewer mitigating supportives. Contains 35 references. (MSE)

ED 382 771 CE 068 784

Effective Employment Practices. Life Skills. Teacher Edition.

PUB DATE- 95
NOTE- 291p.; For other documents in this series, see CE 068 556-557, CE 068 783-785, and CE 068 985-987.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Education; *Career Planning; *Competency Based Education; *Daily Living Skills; Employment Interviews; Employment Potential; *Job Performance; *Job Search Methods; Job Skills; Learning Activities; Lesson Plans; Secondary Education; Success; Teaching Guides

This teacher's guide is designed for use in presenting a five-unit course in effective employment practices that is part of a life skills series intended to help students become more self-sufficient in their personal and professional lives. The course's five instructional units cover these topics: planning a career, searching and applying for a job, interviewing for a job, estimating pay, and succeeding on the job. Each unit contains some or all of the following: performance objectives, suggested activities for instructors, handouts, information sheets, supplements, transparency masters, instructional supplements providing suggestions for teaching basic skills and problem solving, job sheets, written tests, and assignment sheet and test answers. Academic skills training is combined with life skills training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

ED 382 809 CE 068 899

National Literacy Grants Program, 1992-1993. Final Report.

PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Basic Skills; Demonstration Programs; *English (Second Language); Family Influence; Family School Relationship; Federal Aid; Grants; *Intergenerational Programs; *Literacy Education; Older Adults; Program Development; Staff Development; Welfare Recipients
IDENTIFIERS- Workplace Literacy

This booklet presents summaries of the 35 projects funded by the National Institute for Literacy in 1992. Each summary provides the project's purpose, findings, products, and contact person with address and telephone number. These projects are included: Adult Literacy in the United States; Cognitive Skills-Based Instruction and Assessment; Hmong Adult Literacy Project; Hmong/English Bilingual Adult Literacy; Project ESL English as a Second Language Consortium; Quincy School Community Council Take and Give Program; Effective Community Based Family Literacy; Family Literacy Demonstration Project; Intergenerational Family Literacy; Learning with East Aurora Families (LEAF) Project; Literacy Is for Everyone (LIFE); Native American Parents as Teachers of Their Children; Open Doors Program; Parents and Preschoolers Intergenerational Literacy Project; Project PALS (Parenting and Literacy Skills); Reading Rainbow: Creating Families of Readers; Relationships between Parental Literacy Skills and Children's Ability to Learn Literacy Skills; "A Feel for Books" Program Effectiveness Study; Demonstration and Documentation of Strategies, Methodologies, and Tools for Literacy Programs Serving Native Americans; LEAD 2000 (Learning Enhancement for Adults with Disabilities); Literacy for Health; Steps to Success: Literacy Development in a Welfare-to-Work Program; Bronx Educational Services (BES) National Training Center for Literacy Teachers; Community Training for Adult and Family Literacy Projects; Literacy Theater Staff Training for Practitioners; Outreach Training Center for Mandatory and Literacy Education; Practitioner Research as Staff Development; ABE Adult Basic Education Math Standards Project; Family English Literacy Plus Program (FEL); Learn at Home, A Philadelphia Distance Learning Project; Online Action (OAR) Project; Assessment of Workplace Literacy; Basic Skills and Job Retention; Precision Strike Workplace Literacy; and Team Evaluation of Workplace Literacy Programs. (YLB)

ED 382 886   CE 069 240

Flowers, Jim, Comp.
Research in Agricultural Education. Proceedings of the Annual Southern Agricultural Education Research Meeting (44th, Wilmington, North Carolina, March 19-20, 1995).
PUB DATE- Mar 95
NOTE- 344p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Attitudes; *Agricultural Education; Career Choice; Cooperative Education; Delivery Systems; Educational Attitudes; *Educational Research; Extension Education; Horticulture; Postsecondary Education; Program Implementation; Secondary Education; Student Organizations; Teacher Education; Teacher Qualifications; *Vocational Education; Work Experience Programs

The proceedings includes the following: "Evaluation of the Leadership Development of Oklahoma Agricultural Leadership Program Graduates" (Lee-Cooper, Weeks); "Model for Undergraduate Academic Programs in Agricultural Communications" (Terry, Jr. et al.); "Competencies Needed for Graduates of Agricultural Communications Programs" (Terry, Bailey-Evans); "Mathematical Problem-Solving Proficiency of Agricultural Education (AE) Teachers in Alabama" (Hunnicutt, Newman); "Learning Styles of AE Pre-Service Teachers" (Raven et al.); "Relationship of Teacher Knowledge and Personal Development of Human Relations Skills in AE" (Foster, Finley); "Roles of Tennessee Extension 4-H Specialists as Perceived by Agents, Specialists, and Administrators" (Carver, Waters); "Comparative Study of the Public's Knowledge and Assessment of the Purpose and Programs of the Texas Agricultural Extension Service in Metropolitan Versus Nonmetropolitan Counties" (Summers, Jr., Herring); "Self-Perceived Motivation of Mississippi Extension Agents as Compared to Their Performance" (Djire, Newman); "Adoption of Distance Education Technologies in AE" and "Needs Assessment of Agriculture Faculty Regarding Distance Education" (Murphy, Terry); "Science Credit for Agriculture" (Johnson); "Analysis of the Agriscience Laboratory Safety Practices of Louisiana Vocational Agriculture Teachers" (Fletcher, Miller); "Effects of Safety Instruction upon Safety Attitudes and Knowledge of University Agricultural Engineering Students" (Seaboch, Kirby); "Air Quality in Secondary Agricultural Mechanics Laboratories" (Lacewell et al.); "Feasibility of Implementing a Farm Business Management Program for Farmers in Northeast Texas" (Lambright, Klingbeil); "Perceptions by the Nursery Industry of the Higher Education Horticultural Needs of Beginning Employees" and "Perceptions by the Nursery Industry of the Higher Education Support Course Needs of Beginning Employees" (Baker, McLaughlin); "Perceptions Regarding Planning Activities and Supervision Strategies for Supervised Agricultural Experience Programs (SAEP)" and "Perceptions of Tennessee AE Teachers Regarding the Importance of SAEP" (Swortzel); "Perceptions of North Carolina Secondary School Principals Concerning Vocational Education Programs in AE" (Jewell); "Pre-Test/Post-Test Analysis of Selected Minority High School Students' Attitudes and Definitions of Agriculture" (Rudd, Smick-Attisano); "Career Aspirations of Minority Youth in One Community in the Rural Mississippi Delta Region of the U.S." (Wardlow, Scott, Graham); "Agricultural Education and Land-Grant Institutions" (Herren, Hillison); and "Assessment of Clientele Preferences for Receiving Extension Information" (Richardson). (KC)

ED 382 927 CS 012 138

Evans, Allen D.
Bridging Reading Theory and Practice: A Study of Interns' Beliefs.
PUB DATE- Feb 95
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association of Laboratory Schools (Washington, DC, February 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Elementary Education; Higher Education; *Reading Attitudes; Reading Instruction; *Teacher Attitudes; *Teacher Interns; *Theory Practice Relationship
IDENTIFIERS- Eastern Oregon State College; Teacher Beliefs Study

A study investigated the influence of classroom experience on theoretical beliefs about reading as evidenced over a full year elementary classroom internship in a laboratory school setting. Five interns (three females who had just received their bachelors degrees and two males who held masters degrees and were engaged in other occupations prior to entering the program, enrolled in the Masters in Teacher Education program at Eastern Oregon State College during the 1993-94 school year, voluntarily participated in the study. Theoretical orientation was assessed four times during the intern year using the Theoretical Orientation to Reading Profile, which categorizes responses into a "phonics," "skills," or "whole language" orientation to reading. Results indicated that: (1) interns' beliefs began at the lower end of the "skills" orientation range in September, and were noticeably varied among individuals; (2) by December, mean scores moved more towards the middle of the skills orientation, and converged considerably among individuals, a trend most likely reflective of similar classroom experiences and orientations; (3) by March, mean scores rose only slightly and were still within the middle of the skills orientation, but variability among individuals increased, most likely reflective of the combination of "theory" and "practice"; and (4) by the end of the internship, mean scores remained virtually the same, still within the middle of the skills range, with variability among individuals decreasing somewhat. (Contains two tables and two figures of data.) (RS)

ED 382 987   CS 214 873

Brown, Joanne
American Drama through Chinese Eyes.
PUB DATE- Mar 95
NOTE- 22p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capitalism; *Chinese Culture; Cross Cultural Studies; *Cultural Differences; *Drama; Foreign Countries; Higher Education; Individualism; Literary Criticism; *Student Reaction; Teacher Student Relationship; Twentieth Century Literature; *United States Literature; *Writing (Composition)
IDENTIFIERS- *China

An American instructor taught a 5-week course on the family in American drama to a group of graduate English majors on the campus of Hebei Teachers' University in the People's Republic of China. The instructor learned as much about Chinese culture as the students learned about American culture. Lecture is the standard pedagogy even in graduate level classes. Students were stumped by the instructor's request that they write about the plays before being told what the plays meant. Nonetheless their observations were stimulating. For example, excerpts from their comments show that students were highly critical of Tom's escape from the Wingfield family in Tennessee Williams' "The Glass Menagerie." The Chinese culture places more emphasis on communal responsibility than on individual fulfillment. In reading Arthur's Miller's "Death of a Salesman," the students continued in the vein of social critique, laying all the blame for Willy's tragedy on the American capitalistic society. Some students saw in Lorraine Hansberry's "A Raisin in the Sun" a confirmation of their worst fears of American bigotry; others appreciated the cohesiveness of the African-American family. After some initial confusion, students liked Edward Albee's "The American Dream" enormously and read its indictment of human folly as universal, perhaps because of its comedic and non-realistic mode. The students had a particularly difficult time with Marsha Norman's "'Night, Mother" because they could not understand how a lack of an autonomous self could drive someone to desperation. (TB)

ED 383 006 CS 508 901

Holmes, Dan
Performing Arts Program, Badger High School: Justification, Proposal, Implementation, Stage One Implementation.

PUB DATE- 95
NOTE- 241p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; Fund Raising; High Schools; Program Descriptions; Program Implementation; Program Proposals; School Community Relationship; *Theater Arts; Units of Study
IDENTIFIERS- *Drama in Education; Lake Geneva Genoa City School District WI

This document presents a justification, proposal, and implementation plan for a comprehensive theatre arts program at Badger High School, Lake Geneva, Wisconsin that would offer a full schedule of amateur and professional arts programs involving the students and the community. The brief Justification section notes that every elementary and secondary school should offer a balanced, sequential, and high quality program of instruction in arts disciplines. The Proposal section of the paper introduces the goals of the program: (1) to encourage involvement in the performing arts from the students and the community; (2) to involve students in all aspects of theatre production; (3) to maximize the use of the theatre facility; and (4) to make Badger High School a leader in performing arts production. The brief Implementation section of the paper outlines the four stages of the program. The Stage One Implementation section of the paper presents detailed job descriptions for the Theatre Manager and students staff jobs (including production staff and technical staff positions) as well as a funding proposal. The paper concludes with numerous units of study and time allocation charts for courses in Theatre Literature, Theatre Production (I and II), Theatre Tech (I, II, and III), Acting for the Musical, Dramatic Acting, and Theatre Practicum. (RS)

ED 383 025 CS 508 935

Nye, William P.

Delta Blues Scholarship and Imperialist Nostalgia.

PUB DATE- Apr 95
NOTE- 12p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; *Cultural Context; *Ethnography; Folk Culture; *Imperialism; *Music; *Popular Culture; Scholarship
IDENTIFIERS- African Americans; *Blues Music; Cultural Studies; Historical Background; Lyrics; *Mississippi Delta; Nostalgia

When Delta blues are considered to be "folk music," the genre is inextricably tied to the neocolonial, sharecropping system of cotton production characteristic of the Mississippi Delta region between the Civil War and World War II. "Imperialist nostalgia," then, arises in accounts which pay primary and positive tribute to blues performances emanating from this same postcolonial cultural setting. But most blues performers did not remain in rural Mississippi and probably would not qualify as real authentic folk artists who lived on the land--most escaped the Delta as soon as they could. In William Ferris's ethnographic/folklorist book, "Blues from the Delta," his scholarly descriptions of the people, places, and events comprising his research inadvertently serve to paint an invidious portrait of his respondents as semi-literate, poverty-stricken folk musicians and communal associates. He places the Delta blues so deeply into cultural context that the impression is created that the music cannot exist without the culture. In this type of research the music is never actually heard, but lyrics are quoted, photographs of the musicians are seen, and letters they wrote are reproduced. How can imperialist nostalgia be avoided in studies of the Delta blues? Richard Wright, in a foreword to another scholarly study of the blues, called them "fantastically paradoxical," and this may have to serve until further notice. (Contains 12 references.) (NKA)

ED 383 045 EA 026 584

Hanson, E. Mark
Educational Change under Autocratic Democratic Governments: The Case of Argentina.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; Democracy; *Educational Change; Elementary Secondary Education; Foreign Countries; *Governance; Policy Formation; *Social Control
IDENTIFIERS- *Argentina

This paper presents findings of a study that: (1) contrasts the educational change strategies of a military/autocratic government (1976-83) and a civilian/democratic government (1983-93) in Argentina; and (2) identifies the major consequences of these strategies. The military regime attempted to produce its version of effectiveness and efficiency by managing through a command-and-control system; shaping values of discipline, order, and obedience; controlling through a tight body of regulations; purging all opposition; and establishing policy through officers of the armed forces. The civilian/democratic government attempted to produce change by managing through an educational leadership structure appointed by popularly elected officials, employing dedicated and trained educators regardless of political views, shaping values of democracy, providing for parent and student participation, controlling through norms of good judgment and flexible rules, and setting directions by societal consensus of the national interest. Although both strategies proved to be ineffective, the military strategy was also disastrous. The results illustrate the difficulty of changing an educational system despite the type of government in power. Data were gathered in Argentina through interviews and document analysis over a 5-month period. Lessons for educational change include: (1) pursue a generally accepted societal vision about the direction of education; (2) provide for wide participation in the decision-making process; (3) create stability in the Ministry of Education; (4) strengthen the planning capacity of the educational institution; (5) provide financial support to education; and (6) separate educational law from special interests. (LMI)

ED 383 121 EC 303 932

Mohr, Laura L.
Teaching Diverse Learners in Inclusive Settings: Steps for Adapting Instruction.
PUB DATE- 7 Apr 95
NOTE- 13p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *Educational Strategies; Elementary Secondary Education; *Inclusive Schools; Instructional Design; Learning Activities; Mainstreaming; *Special Needs Students; Teaching Methods

Ways to adapt instruction for students with diverse learning needs in inclusive settings are suggested. Strategies and accommodations for students with learning differences are proposed concerning: the learning environment, learning procedures, progress measurement, instructional methods and materials, and classroom management techniques. Specific accommodations address student seating and space considerations, time allowed for students to process information and complete learning tasks, the daily schedule and student's expected work rate, modifications to testing and grading, class and homework assignments, study groups, course organizers, modifying learning objectives and adapting texts, varying teaching and learning methods and modes of student response, assistive technology, adaptations of visual and oral materials and methods, and various classroom techniques to provide structure and support. Accommodations are suggested for each of the following content areas: reading, mathematics, writing, and science/social studies. The paper includes an instructional accommodations planning sheet, an instructional inventory to assess student-teacher fit, and a materials analysis inventory. (SW)

ED 382 867 CE 069 044

Freedman, Jeffrey D.
The Accessibility of Literacy Upgrading in the Community for Adults with Disabilities. A Study of the Needs Which Surround Literacy Upgrading for Adults with Disabilities and the Extent to Which These Needs Are Being Addressed by the Programs Responsible for the Delivery of Adult Basic Literacy Tutoring in the Community.
SPONS. AGENCY- Ontario Ministry of Skills Development, Toronto.
PUB DATE- 88
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); Adult Basic Education; *Adult Literacy; Adult Students; *Disabilities; Foreign Countries; Information Needs; *Literacy Education; Outreach Programs; *Student Recruitment; Tutoring
IDENTIFIERS- Ontario (Toronto)

A study was conducted to identify the literacy needs of adults with disabilities and to examine the extent to which these needs are being met by community-based adult basic literacy programs in the metropolitan Toronto, Ontario, Canada area. Data for the study were gathered through questionnaires used to interview 15 potential adult learners with disabilities and 15 community-based literacy programs in the Toronto area and through interviews with a number of government officials responsible for literacy services for persons with disabilities and through a review of documentation. Issues identified include the following: architectural accessibility, communication-assisting devices, attendant care, outreach needs, and the myths attributed to the population of people with disabilities. One major concern is the failure to provide the population with disabilities with information about accessible literacy programs. The study concluded that greater outreach efforts to persons with disabilities need to be made by literacy programs, but recognized that limited funding often makes such efforts difficult. (Contains the survey questionnaire and 11 references.) (KC)

ED 383 065 EA 026 717

Wincek, Jean; O'Malley, Colleen
Taking Hold of the Future: The ABC's of Strategic Planning.

PUB DATE- 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Board Administrator Relationship; *Catholic Schools; Decision Making; *Educational Planning; Educational Strategies; Elementary Secondary Education; *Long Range Planning; Master Plans; Mission Statements; *Strategic Planning

"Lighting New Fires: American Catholic Schools for the 21st Century" is a National Catholic Educational Association (NCEA) program that has called on every Catholic school to undertake educational planning. This manual was written to take a school community through the details of the entire planning process. Following the foreword, the first section describes the rationale for strategic planning in a Catholic school. The next six sections detail the six phases of the planning process. Phase 1--initiating the planning process--involves the pastor, principal, and school board. Phases 2 through 4 are the work of the strategic long-range planning committee. These activities include considering contextual and internal elements, developing the strategic plan, and drafting and refining the plan. Phase 5, designing and carrying out implementation strategies, is the responsibility of the principal. The sixth phase, updating the plan on a regular basis, is carried out by the principal and the board. Appendices contain information on steps in the planning process, sample timetables, worksheets, background materials, suggested meeting agendas, and a postplanning questionnaire. (LMI)

ED 383 161 EC 303 995

Baker, Betty C.

Native American Projects and Projects Recruiting Native Americans: FY 91, FY 92, FY 93.

PUB DATE- 30 Sep 94
NOTE- 69p.; Title varies slightly from cover page.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; *Disabilities; Elementary Secondary Education; Federal Aid; Federal Programs; Grants; *Minority Group Teachers; Parent Education; Pupil Personnel Services; *Special Education; Student Recruitment; *Teacher Education
IDENTIFIERS- *Native Americans

This document presents descriptions of projects supported by the U.S. Department of Education's Division of Personnel Preparation which prepare Native Americans to serve students with disabilities. Two types of projects are included in this listing: Native American Projects (funded for fiscal years 1991, 1992, and 1993) and Projects Recruiting Native Americans (fiscal year 1993). The 15 projects described in the section on Native American Projects are concerned with special education, related services, or parent preparation and generally feature curriculum content related to linguistic and cultural aspects of educating Native American children with disabilities. The 28 projects described in the section on recruitment address similar areas but also emphasize recruitment of Native Americans. Three tables list states with high numbers of Native Americans, summarize the Division's efforts on behalf of Native Americans over the last 13 years, and summarize the Division's efforts in Native American recruitment. Individual listings within each section are by state and typically include data concerning the institution, project contact person, project number and dollar amount, and a summary. (DB)

ED 383 202 FL 023 001

Hart, Robert S.
Errata: Response Analysis and Error Diagnosis Tools.

PUB DATE- Dec 94
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Authoring Aids (Programming); Comparative Analysis; *Computer Software; Data Processing; Discourse Analysis; *Error Analysis (Language); Error Patterns; *Hypermedia; *Item Analysis; Programming
IDENTIFIERS- *ERRATA (Hyper Card)

This guide to ERRATA, a set of HyperCard-based tools for response analysis and error diagnosis in language testing, is intended as a user manual and general reference and designed to be used with the software (not included here). It has three parts. The first is a brief survey of computational techniques available for dealing with student test responses, including: editing markup that identifies spelling, capitalization, and accent errors and extra, missing, or out-of-order words; pattern matching for rapid identification of specific grammatical errors, keyword searches, and easy specification of alternate answers; and error-tolerant parsing, which puts error diagnosis under control of a grammar and dictionary of the target language. The second section is a user's manual and tutorial guide, describing ERRATA and offering examples of its use. Section three is a reference manual useful to anyone with unusual analysis requirements or wanting to tailor-make responses analyses. Installation and technical information is also included, and complete program code is appended. (MSE)

ED 382 791 CE 068 861

Robinson, Dana Gaines; Robinson, James C.

Performance Consulting. Moving beyond Training. Berrett-Koehler Organizational Performance Series.

PUB DATE- 95
NOTE- 352p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Consultants; Contracts; Corporate Education; Industrial Training; *Labor Force Development; *Needs Assessment; *Organizational Development; Program Development; Records (Forms); Strategic Planning; *Trainers; *Training Methods; *Training Objectives
IDENTIFIERS- *Trainer Role

This book, which is intended for individuals who are directly or indirectly involved in human resources development, is based on the premise that today's training professionals must become "performance consultants" and shift their focus from training delivery to the performance of the company and its individual contributors. The book is divided into four parts. Part 1 discusses the role of the performance consultant and the various skills entailed in consulting and identifying needs. Part 2 introduces performance relationship maps for performance consultants to use when designing and completing performance assessments. Also included in part 2 are numerous techniques for conducting successful performance assessments (as opposed to training assessments) and strategies for effectively influencing work partners to realize that training alone will not change performance. Part 3 outlines techniques for identifying and responding to opportunities for performance consulting and contracting for performance assessment and performance implementation. Presented in part 4, which examines the traditional training function in its entirety, are the six elements of a performance improvement department and considerations in forming a strategic plan for the transition to performance improvement. Sixty-one tables/figures, a case study, and a 79-item annotated resource list are included. Contains 23 references. (MN)

ED 382 828 CE 068 933

Putting Research Results To Work. A Guide to the Adult Education National Programs 1988-1994.
PUB DATE- Jan 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Adult Programs; Annotated Bibliographies; Educational Practices; *Educational Research; Federal Aid; *Literacy Education; *National Programs; National Surveys; *Research Projects; Technical Assistance; Theory Practice Relationship
IDENTIFIERS- Descriptive Research; Design Research; Impact Studies

This report, which summarizes the results of research projects that have received funding from the Adult Education National Programs in 1988-1994, is designed to share research outcomes with individuals who are delivering adult education services or conducting their own research on adult education and literacy. The introduction contains background information on the Adult Education National Programs. The remainder of the report presents descriptions of the following: 3 studies of program practices that have demonstrated their effectiveness in promoting adult literacy (especially family literacy and English as a Second Language); 4 studies evaluating the effectiveness of various aspects of adult education programs; 14 studies describing key aspects of adult education programs, resources, and issues; 9 development and design studies conducted to identify program development, administration, and improvement strategies; 7 commissioned papers analyzing, describing, or recommending possible improvements in adult education and literacy programs/program delivery; and 11 studies identifying how and where technical assistance can be applied in the adult education field to yield maximum results. Appended are the following: tables summarizing the funding history of the Adult Education National Programs, list of federal contact agencies and contact persons, and list of sources of program documents and other products. (MN)

ED 382 848 CE 068 990

Keyzer, James
A Study of the Awareness Level of Electric Vehicle Technology in California Community College Automotive Curriculums.
PUB DATE- 95
NOTE- 71p.; Master of Science Thesis, Ferris State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Administrator Attitudes; Air Pollution; *Auto Mechanics; *College Administration; Community Colleges; Curriculum Development; Federal Legislation; Motor Vehicles; *Power Technology; State Surveys; Two Year Colleges

IDENTIFIERS- California Community Colleges; *Clean Air Act (California 1977); *Electric Vehicles

California automotive technician programs were surveyed regarding their awareness of the impact that mandates of the Clean Air Act would have on their automotive technology programs. A questionnaire was sent to 100 California community colleges with an automotive technology program; 49 usable questionnaires were returned. A possible byproduct of the study was to provoke the thought process of automotive department personnel into initiating new curricula that included electric vehicle technology. Survey results indicated that most college administrators were not aware of the fact that a Clean Air Act mandate existed. Those who were aware had no plans to offer an electric vehicle program in their college. In fact, the majority of administrators had no plans to offer an electric vehicle program, but many did concede to including electric vehicle technology in a limited fashion in selected auto technology classes. To develop a successful electric vehicle program, the colleges indicated they would need 17-22 students enrolled in the program. A chi-square comparison indicated that most college administrators would consider it a benefit to include electric vehicle technology in their automotive programs, yet most were not going to initiate a program. (Appendixes include the cover letter and questionnaire, and the percentage of scores for all survey questions. Contains 12 references. (YLB)

ED 382 907 CG 026 248

Enger, John M.; And Others
Effects of a Violence Prevention Program on Student Understanding of Violence.
PUB DATE- 9 Nov 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; Curriculum Evaluation; Grade 7; Health Education; Intervention; Junior High Schools; *Prevention; *Program Effectiveness; Program Evaluation; *Violence
IDENTIFIERS- Primary Prevention

As violence becomes one of society's greatest concerns, schools are faced with decisions on implementing violence prevention strategies. One such program was implemented into the health education curriculum for middle-level students in the seventh grade (n=130) in rural Mississippi. An adaptation of the Prothrow-Stith "Violence Prevention: Curriculum for Adolescents" (1987) was introduced as a primary intervention for students to become aware of the consequences of violence and strategies to dissuade violent behavior. The curriculum was presented in eight units: (1) violence in society; (2) homicide: (3) risk factors; (4) anger: (5) expressing anger: (6) fighting; (7) what leads up to a fight; and (8) alternatives to fighting. During the program, students were actively engaged in discussions. Invited speakers and panelists served as resources from the community. Students enjoyed the videotaped role playing and subsequent viewings. Using a test to measure knowledge about violence prevention, significant knowledge gains were shown by seventh grade students taking the violence prevention curriculum. Contains 12 references. (JE)

ED 382 967 CS 214 849

Artese, Brian

Teaching Feminist Theory via Philosophy: Political Implications of an Ontological Inquiry in Judith Butler's "Gender Trouble."

PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Females; *Feminism; Higher Education; *Ideology; Philosophy; *Self Concept; *Sex Role; Undergraduate Students
IDENTIFIERS- Butler (Judith); Critical Pedagogy; *Gender Trouble (Butler); *Romantic Constructions of Self; Social Constructivism; Subjectivity

Rather than begin an undergraduate class in feminist theory with the assertion that such theory is important because of its social implications--and then attempt to prove it--it is more effective to begin with a more neutral philosophical discussion that will act as a foundation for its premises. Judith Butler's essay "Gender Trouble" becomes an effective pedagogical tool as it engages the ontological root of the matter--the traditional conception of identity that produces phallocentric public policy as its effect. While Romantic ideas of identity posit a self distinct from other selves--with an interior essence that remains constant and an exterior realm subject to social influence and behavioral change--Butler suggests that even the interior essence is socially constructed through gender identification. When a subject is attempting to be a woman, she is appropriating and attempting to imitate a constructed fantasy. When a young girl looks at the gestures and actions of a woman, she conceives of those gestures as an indication of an essential femininity within. Thus the girl learns to enact the gestures that signify "woman." The woman herself learns to "perform" as a woman in the exact same way. By subverting the idea that gender identity is the product of an inevitable structural law, or the expression of a natural essence, Butler's critique allows readers to pay attention to what she calls the disciplinary powers that prescribe and regulate behavior. (TB)

ED 383 084 EA 026 738

Michel, George J.; And Others
What Are the Principal's Skills in School Communications?
PUB DATE- Feb 95
NOTE- 64p.; Paper presented at the Meeting of the Management Institute (Hilton Head, SC, February 17-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Effectiveness; *Administrator Evaluation; *Administrator Role; *Communication Skills; Educational Administration; Elementary Secondary Education; *Interpersonal Competence; Job Performance; *Leadership; Leadership Styles; Leadership Training; Management Development; *Principals

This paper summarizes research regarding the changing role of the principal and methods for assessing school-communication skills within a competency-based educational administration program. It examines the leadership-competency areas of the principalship and describes how expanding school-communication skills may enhance the principal's capability for meeting new demands. A comprehensive system for assessing principals' school-communication skills is presented. An assessment scale, exit interview questions and acceptable answers for assessing whether the assessee has knowledge of communications skills of the principal, case scenarios, evaluation forms, and case studies are included. Contains 37 references. (LMI)

ED 383 103 EA 026 760

Goldman, Paul; Conley, David T.
Systemic School Reform in Oregon: Can It Be Legislated?
PUB DATE- 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Policy Formation; Politics of Education; Resistance to Change; School Based Management; School Restructuring; *State Legislation; *Teacher Attitudes
IDENTIFIERS- *Oregon; *Systemic Educational Reform

In 1991 the Oregon Legislature passed major school-reform legislation, the Oregon Educational Act for the 21st Century. The act contains the following provisions: early childhood education; nongraded, developmental education; outcomes-based education; comprehensive support services; and school-based decision making. Oregon's educators were not prepared for, nor did they participate, in the legislation's development. This paper presents findings of a study that examined Oregon educators' reactions to reform over the period 1992-94. Data were collected from a survey of all certified staff from 92 schools in 1992, 25 schools in 1993, and 72 schools in 1994. The return rates were 66, 65, and 66 percent, respectively. Interviews were conducted with 23 teachers, and focus-group sessions were conducted in 23 schools. Findings indicate that there is qualified support for restructuring in theory but dissatisfaction with the implementation process; individual and school demography did not predict attitudes, though urban districts and administrators tended to be more receptive; and substantial differences existed between districts and between schools. The data suggest that top-down policy will serve to energize local educators only if it is consistent and legislators and state DOE personnel recognize that their goals are: (1) to create a broad framework that supports local educators committed to improvement; (2) to provide enough resources and time for schools to adapt; (3) to successfully develop rules and regulations in response to and in support of new models; and (4) to identify effective accountability mechanisms. The ways in which educators interpret the actions of the legislature and department of education over the next year should indicate whether change becomes self-sustaining or is extinguished. Contains 16 references and 3 tables. (LMI)

ED 383 142 EC 303 966

Burke, Edward P., Ed.
Improving the Implementation of the Individuals with Disabilities Education Act: Making Schools Work for All of America's Children.
PUB DATE- 9 May 95
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; Due Process; Early Childhood Education; Educational Change; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Federal Aid; *Federal Legislation; *Government School Relationship; Inclusive Schools; Mainstreaming; Parent Participation; Program Effectiveness; Program Implementation; Student Evaluation; Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Education Act; Reauthorization Legislation

Progress in implementing the Individuals with Disabilities Education Act (IDEA) and recommendations to further promote its implementation via the 1995 legislative reauthorization process are examined. The purpose of the legislation and major court findings regarding its interpretation are discussed. Ten hearings conducted by the National Council on Disabilities, to elicit views of parents and students on the law's effectiveness and to gather recommendations for better implementation, are summarized, with testimony from witnesses in the following 10 theme areas: the "zero reject" provision of the law, assessment for eligibility and nondiscriminatory evaluation of students, providing for appropriate education, providing the least restrictive environment, parent participation in decision-making, procedural due process for students, services to transition students from school to activities after school, discretionary programs to help implement the law, provisions that determine the federal share of costs and how federal funds are allocated, and the 1994 federal educational reform law entitled the Educate America Act. Appendices include hearing dates, locations, participants and witnesses, and a synthesis regarding IDEA implementation based on 27 research papers. (SW)

ED 383 182 FL 022 964

Bromidge, Wendy; Burch, James

Learning To Communicate. In Focus: The Languages Classroom.
Teacher's Notes.

PUB DATE- 93
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Foreign Countries; French; German; *Language of Instruction; *Language Role; Secondary Education; Second Language Instruction; *Second Languages; Videotape Recordings

The teacher's guide is designed to accompany video recordings (not included here) of second language classroom interactions, and used to enhance language teachers' understanding of the dynamics of target language use in the classroom. An introductory section offers arguments in support of the use of the target language and offering specific suggestions for techniques of target language use. The four subsequent parts of the guide correspond to video sequences of classroom interaction. The first is a recording of a British secondary school second-year French class in which some students have special needs. Topics discussed in the guide include a warm-up activity, student-to-student language use, topic, introduction of new vocabulary or structures, and student-to-teacher language use. The second sequence is a mixed-ability secondary school group in first-year German; classroom behaviors and interactions are noted. The third recording is of third-year German students in a secondary school class; again, notes are offered on classroom activities. The fourth sequence concerns two classes, those in the first and second sequences; classroom interactions are described briefly. After a brief concluding section, reproducible visual aids for French and German instruction are presented. (MSE)

ED 383 224 FL 023 070

Tahrawi, Khalil A.
Improving the Oral Language Skills of the Arabic-as-a-Second-Language Student by Introducing Dialectal Vocabulary, Minimizing Introduction of Other Language Skills, Reducing Corrections during the Uttering Process, Avoiding Excessive Grammar, and Consideration of the Student's Culture.
PUB DATE- 95
NOTE- 64p.; Ed.D. Practicum, NOVA Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Arabic; Classroom Techniques; Cultural Context; Dialects; Educational Strategies; *Error Correction; *Grammar; Listening Skills; *Oral Language; Secondary Education; Second Language Instruction; *Second Languages; Skill Development; Speech Skills; Standard Spoken Usage; Uncommonly Taught Languages; *Vocabulary Development

The practicum reported was designed to improve listening and speaking skills of 30 (grades 7-11) learners of Arabic as a second language. The teacher/researcher used these classroom instructional strategies: introducing carefully selected dialectal vocabulary and language forms; concentrating only on oral skills; avoiding heavy introduction of other language skills; reducing teacher correction during utterances; easing of pronunciation requirements, especially for vowels at word end; and de-emphasizing grammar. Analysis of student performance revealed improved oral skills when the skills are introduced intensively at the beginning of the language learning process and without interference of other language skills. It was also found that students preferred to spend more time listening and speaking than reading and writing. It is suggested that speaking the language changes student attitudes toward the Arabic instruction and may lead to improvements in reading and writing skills. It was also found that using Modern Standard Arabic can minimize confusion and frustration of students of different cultural backgrounds. Contains 16 references. (Author/MSE)

ED 382 772 CE 068 785

Development of Financial Skills. Life Skills. Teacher Edition.

PUB DATE- 95
NOTE- 307p.; For other documents in this series, see CE 068 556-557, CE 068 783-784, and CE 068 985-987.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Consumer Education; *Consumer Protection; *Credit (Finance); *Daily Living Skills; *Financial Services; Home Economics;

Learning Activities; Lesson Plans; *Money Management; Secondary Education; Teaching Guides

This teacher's guide is designed for use in presenting a six-unit course in developing financial skills that is part of a life skills series intended to help students become more self-sufficient in their personal and professional lives. The course's six instructional units cover these topics: earning, managing, and spending money; protecting consumers; using financial services; and securing credit. Each unit contains some or all of the following: performance objectives, suggested activities for instructors, handouts, information sheets, supplements, transparency masters, instructional supplements providing suggestions for teaching basic skills and problem solving, job sheets, written tests, and assignment sheet and test answers. Academic skills training is combined with life skills training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

ED 382 949 CS 214 822

Wilcox, Bonita L.
A Writing Model.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Writing; *Creative Writing; *Parent Influence; *Parent Participation; Parent Role; *Parents as Teachers; *Parent Student Relationship; Writing Instruction
IDENTIFIERS- Writing Development

Parents might be the last to know that "parent involvement" is one of this country's national educational goals. They may understand that success or failure in school is often an indication of success or failure in life; but they may not be aware of how significant parental influence really is on their child's learning. Children who see their parents reading understand that reading is important. Parents who listen to children are teaching them to accept the ideas of others. Giving explanations to children helps them to see how communication works and helps the child give explanations to others. Two stories, one written by a mother (the author of this paper) and one by her son show how children emulate their parents. The mother's story is about being a cockatiel who flies away from his owner, Benjamin, but eventually finds his way back to him. The boy's story is about being a cockatiel, born in an Australian zoo and taken as a pet. He too flies away and is returned to his owner. Parents do not have to be published writers to be good models. (TB)

ED 383 007   CS 508 913

Harrison, S. L.
Anatomy of the Scopes Trial: Mencken's Media Event.
PUB DATE- 24 Jun 95
NOTE- 17p.; Paper presented at the Annual Summer Meeting of the Mencken Society (Baltimore, MD, June 24, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Court Litigation; Creationism; Editorials; Educational History; *Evolution; Freedom of Speech; *Journalism; *Journalism History; *Newspapers; Opinions
IDENTIFIERS- Controversy; Educational Issues; Historical Background; Media Events; *Mencken (H L); *Scopes Trial

The 1925 Scopes trial and H. L. Mencken's published opinions about it provides an excellent example for both scholar and student alike to study issues of free speech, justice, publicity, public relations, and cutting journalistic writing. "Tennessee v. John Thomas Scopes was a Mencken extravaganza; he gave the trial its derisive name and described it as "colossal buffoonery." A review of the developments of the trial shows that it is more complex than it is generally understood to be. It sprang from questionable purposes; all parties concerned held dubious motivations and goals. Dayton's townspeople were swindled by an eager desire for fame and greedy hopes for local prosperity from a public relations-backed publicity spectacle. The publicity generated a carnival-like atmosphere that made their town and themselves the laughingstock of the nation. Like the young and inexperienced teacher John Scopes, the people of Dayton were willing, ill-used pawns in an enterprise they did not understand. Nevertheless, the Scopes trial and Mencken's commentary provide valuable lessons 70 years after the event. Civil repression remains abundantly evident and pervasive whether from zealots of fundamentalism, McCarthyism, or modern political correctness and requires vigilant and vigorous opposition. The message of the Scopes trial endures as a monument to Mencken; his legacy provides a metaphor for all individuals to protect and preserve their right of expression--to speak, to write, and to think--against any threat to freedom. (Contains 15 references.) (TB)

ED 383 122 EC 303 933

Donegan, Mary; And Others
Entering a New Preschool: How Service Providers and Families Can Ease the Transitions of Children Turning Three Who Have Special Needs. FACTS/LRE Information Series #2.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 25p.; A publication of Family And Child Transitions into Least Restrictive Environments.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developmental Delays; Disabilities; *Early Intervention; Family Involvement; Individualized Family Service Plans; Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Preschool Children; Preschool Education; *School Orientation; *Special Needs Students; *Student Adjustment; Student Needs; Teacher Participation; Teamwork; *Transitional Programs

This guide presents suggestions to minimize adjustment problems for young children with delays and disabilities as they begin preschool. Strategies to ease the transition from early intervention programs to the preschool focus on: beginning early, talking about the new setting in positive ways, encouraging the child to ask questions and express fears, engaging the child in concrete experiences, teaching the child specific skills and routines, and sharing information between programs in advance. Additional suggestions following entry into the new preschool program concern: incorporating information from the sending program and family into the receiving program plan, involving parents in the transition, individualizing communication with the family, and adjusting expectations for the child with special needs. Consideration is given to the value of using the Individual Family Service Plan to reduce adjustment problems for the child as well as providing services in community-based programs for the young child to minimize the need for transition to a new program. A case account of a child's transition is included to illustrate how to support the child. Books to prepare children for early intervention are identified. (SW)

ED 382 928 CS 012 139

Breland, Hunter M.; And Others

The College Board Vocabulary Study. College Board Report No. 94-4.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Freshmen; Higher Education; High Schools; High School Students; Language Patterns; Lexicology; *Reading Materials; Reading Research; *Vocabulary; *Word Frequency
IDENTIFIERS- Words

A study provided an up-to-date source of word frequency information based in the kinds of reading materials to which high school and first-year college students are exposed. A corpus of 14,360,884 words was assembled from a comprehensive listing of reading materials from curriculum surveys, state curriculum guides, private school reading lists, research surveys, federal reports, recommended reading lists, and other sources. Included in the sample of reading materials were American and British novels, poetry, drama, essays, biographies, autobiographies, current periodicals, historical documents, and text from an encyclopedia. The following statistics were generated: (1) the overall frequency of occurrence of each word in the corpus; (2) an index of dispersion for each word over 27 text categories; (3) an estimate of the number of occurrences per one million words of running text for each word that would be expected in a similar but different corpus; and (4) a standard frequency index developed from a logarithmic transformation. (Contains 43 references and 7 tables of data. Appendixes present a list of materials surveyed, and a list of materials sampled for word count.) (RS)

ED 382 988 CS 214 874

Papay, Twila Yates

For the Sake of the Writing To Come: Uncovering Uncommon Realities.

PUB DATE- Mar 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Writing; *Faculty Development; Higher Education; *Journal Writing; *Personal Narratives; Sabbatical Leaves; Self Expression; Tourism; Travel
IDENTIFIERS- *Writing Contexts

An instructor, released on sabbatical from September 1991 through July 1992, embarked on a journey, not as a tourist but rather as a traveller seeking the enlightenment of exotic places. After reading travel literature and devising a plan, with computer in tow, the journey began. A correlation between Thoreau's assertion that he had "travelled widely in Concord" and the instructor's own conviction that "travelling" does not count unless it goes deep as well as broad began to surface. As a writing teacher the instructor had watched 20 years worth of students write themselves into wholeness. The instructor also noted the self-healing power of keeping a journal. By blending writing and travelling the instructor is brought to a new place. Sometimes the writing became more meaningful than the reality, or maybe, the interior journey outstripped the exterior. (TB)

ED 383 026 CS 508 936

Neff, Bonita Dostal
Public Relations in an International Arena: Establishing a Global Model for Public Relations Education.

PUB DATE- 91
NOTE- 9p.; Paper presented at the World Communication Association's Biennial Convention (11th, Jyvaskyla, Finland, July 28-August 3, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Differences; *Cultural Influences; Curriculum Development; *Global Approach; Higher Education; International Communication; Models; *Public Relations
IDENTIFIERS- European Economic Community; Internationalism; *International Public Relations

A global approach to public relations education is needed as other countries look to the European Economic Community or elsewhere for their models of public relations. In the United States, the present state-of-the-art in public relations is more nascent in development than professionals acknowledge or even realize. Although academics in public relations do not usually present an integrated communication model, such a model stresses the variety of communication emphases developed or used by public relations professionals and the approaches taught by various disciplines. As documented in an earlier study, most of the developments in programs and curricula are occurring in communication departments. A survey of United States companies indicated that economic development is leading public relations firms down a path requiring knowledge of culture and language in addition to public relations. Calls for the establishment of a system for collecting case studies on international public relations need to be followed up with analysis by those who understand the communication process of current methodologies to further study the implications and nuances of the cases submitted. The role of culture in a global model is critical since cultural values affect the communication process. A communication model can only be strong when there is a solid understanding of key issues in specialty areas. The global model features: a communication emphasis which is integrated, a cultural experience, and a need for greater knowledge of specialty areas. (Contains 13 references.) (RS)

ED 383 046 EA 026 597

Gold, Anne
The Encouragement and Development of Women into Education Management.
PUB DATE- Oct 93
NOTE- 10p.; Paper presented at the Meeting of the European Network for Improving Research and Development (Katowice, Poland, October 1-3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Employment Patterns; Equal Opportunities (Jobs); Foreign Countries; *Leadership; *Leadership Training; *Management Development; Sex Fairness; *Women Administrators
IDENTIFIERS- *Europe (Central); *Great Britain

In Great Britain, it is not unusual to find primary schools staffed almost entirely by women, but managed by men. This paper argues that more women should manage education in western Europe and explains why. It examines the stereotypes of "gendered" management styles. For example, both Margaret Thatcher and Bill Clinton have encountered public criticism because they used combinations of feminine and masculine styles. It is argued that even when women are in positions of management, they remain at a disadvantage because they are expected to manage differently. Feminine management styles are often seen as inefficient and lacking in decisiveness. The paper describes the approach used by the Management Development Centre (at the Institute of Education, London University), which takes account of women's professional experiences and learning styles. The program seeks to develop a women-friendly pedagogy, which is based on the following cycle of learning--concrete experience, reflective observation, abstract conceptualization, and active experimentation. The formation of a European women's management-development network is suggested. (LMI)

ED 383 203 FL 023 003

Christianson, Kiel

The Past Perfect Tense in English and German: Using One to Teach the Other.

PUB DATE- 21 May 95
NOTE- 20p.; Paper presented at JALT, SW Regional Conference (Kitakyushu City, Kyushu, Japan, May 14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Comparative Analysis; Contrastive Linguistics; *English (Second Language); Foreign Countries; *German; Higher Education; *Japanese; *Tenses (Grammar); *Verbs

This paper illustrates the functional similarities between the English and German past perfect tense which are extremely difficult for native Japanese-speaking learners of the two languages. By the time that Japanese university students begin study of the German language, most have had at least 6 years of English language study. Yet, German is taught as a completely new language, unrelated to their already acquired English-language abilities. It is suggested that this approach is counterintuitive and that German teachers should capitalize on the Japanese students' English-language abilities, both to teach German as well as to reinforce existing knowledge of English language structure. Analysis of the similarity between the English and the German tense was assessed from approximately 70 pages of German short stories; 75 occurrences of the German past perfect were identified and analyzed with the equivalent English past perfect. It was noted that tenses in English and German display equivalent semantic properties and discourse-level functions. Findings evidence the usefulness of English abilities for Japanese-speaking, German language learners and of German text analysis as a primary learning tool. (Contains 28 references.) (NAV)

ED 382 810 CE 068 903

Wagner, Daniel A.; Venezky, Richard L.

Adult Literacy: The Next Generation.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 8p.; Pages contain faint print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Economic Development; *Educational Development; *Educational Improvement; Educational Needs; Educational Research; English (Second Language); Family Influence; Family Involvement; Family School Relationship; Futures (of Society); *Literacy Education; *Research Needs; Standards; Teaching Methods; *Technological Advancement
IDENTIFIERS- Family Literacy; Workplace Literacy

This article reviews recent ground-breaking research studies that can provide guidance for policymakers and practitioners interested in improving literacy in the United States. Each section provides a brief analysis of major research findings, followed by a series of recommendations. These issues are identified: the close relationship between literacy and education and a nation's economic development; identification of effective instructional practices for different subject areas and different types of learners; role of learners in setting of learning goals; degree of specificity of instruction; workforce literacy and competitiveness; need for services in English as a Second Language; family literacy; professionalization and standards; and inadequate use of new electronic technologies in adult literacy programs. The article concludes with a synthesis of the recent past and a prognosis for what is believed to be the next generation of literacy work in the United States. It suggests that more funding would help, but that resources need to be targeted better to improving the quality of education offered--in terms of effectiveness, efficiency, professionalization, and innovation. The article proposes that the adult literacy field along with policymakers and legislators must pull together for the next generation of adult literacy work to be an improvement over the previous one. (YLB)

ED 382 868 CE 069 046

Resources Available from the Literacy Section of the Learning and Employment Preparation Branch for Literacy Providers (Validation Draft, 2nd Edition) = Ressources disponibles a la section de l'alphabetisation de la direction de l'alphabetisation et de la preparation a l'emploi pour les intervenantes et les intervenants en alphabetisation (ebauche pour examen critique, 2e edition).

PUB DATE- 9 Jun 94

NOTE- 54p.

LANGUAGE- English; French

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Canada Natives; Correctional Education; Disabilities; Educational Quality; Educational Research; Family School Relationship; Foreign Countries; French; *Literacy Education; Prisoners; Program Development; Student Evaluation; Teacher Education; Volunteer Training

IDENTIFIERS- Family Literacy; Ontario; Workplace Literacy

This publication consists of English and French versions of an annotated bibliography of resources available from the Literacy Section of the Learning and Employment Preparation Branch, Ontario Training and Adjustment Board. The English version contains 95 print and video resources grouped under these topics: general reports and studies on literacy; adult education; program planning and development; practitioner and tutor training; assessing learners' progress; policy, quality, and evaluation; learner material; family literacy; literacy and aboriginal peoples; literacy and disability; literacy and offenders; literacy and women; workplace/work force literacy publications; good practice videos and scripts; and Literacy Ontario material. The French version consists of 57 print and video resources. (YLB)

ED 382 950 CS 214 828

Reid, Louann
Perceived Effects of Block Scheduling on the Teaching of English.
PUB DATE- 15 Mar 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Educational Research; *English Instruction; *Scheduling; Secondary Education; *Secondary School Curriculum; Student Attitudes; Student Needs; *Time Blocks; *Time Factors (Learning); Writing (Composition)
IDENTIFIERS- *Block Scheduling

A study attempted to determine if block scheduling in secondary schools affected curriculum and student achievement in English courses. Interviews were conducted with 22 teachers, 4 principals and 1 former principal; questionnaires were collected from 44 students. Of these, 10 teachers, 3 principals, and 23 students were in schools with rotating block schedules; the others were in a normal block schedule. A block schedule consists of four 90-minute periods a day, rather than seven or eight 50-minute periods. A rotating block schedule consists of four 90-minute periods a day but retains the traditional schedule's eight period cycle; in other words, it takes two days--four periods in each day--to complete one cycle. While it was difficult to determine student performance under the block system, results showed that most of the teachers interviewed (90%) like the 90-minute periods. The most satisfaction seems to be with the rotating block schedule because the pace is less hectic. Also, most of the students questioned believed that they have improved in their ability to write. The results were mixed on students' perceptions about their improvement in overall achievement in English and in their ability to read and understand literature. However, even those who do not believe their abilities have necessarily improved under the block system said they would like to see it retained. (Evaluation questions are attached, as are sections on personal and electronic and print resources.) (TB)

ED 383 066 EA 026 718

Clinchy, Evans; Kolb, Frances Arick, Ed.
Planning for Schools of Choice: Achieving Equity and Excellence. Book III--Model Choice Schools: Traditional Organization and Curriculum.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 91
NOTE- 43p.; For other books in the series, see ED 311 524, ED 321 348, and EA 026 719.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Educational Innovation; Educational Philosophy; Elementary Secondary Education; Equal Education; *Magnet Schools; Nontraditional Education; *School Choice; School Desegregation; *Voluntary Desegregation

This document is the third in a series of handbooks designed to help educators who are considering controlled choice as a possible desegregation method. The document describes the educational philosophy, curriculum, teaching methods, school organization, and grading methods of traditionally organized schools. Four schools in the northeastern United States are presented as examples of this type of education. Three schools stress academic and traditional learning, and one school curriculum specializes in math and science. The schools include the Nathan Hale Magnet School (Boston, Massachusetts, Public Schools); Burncoat Preparatory Magnet School (Worcester, Massachusetts, Public Schools); Bridge Alternative Concept School (New York City Public Schools); and Isaac Newton School for Science and Mathematics (New York City Public Schools). The document also contains a checklist to determine whether schools use a traditional approach. The final chapter discusses some options for high schools of choice and describes a K-12 choice system. (LMI)

ED 383 085 EA 026 739

Howard, V. A.; Scheffler, Israel
Work, Education, and Leadership: Essays in the Philosophy of
PUB DATE- 95
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position
Papers/Essays (120)
DESCRIPTORS- Aesthetic Education; *Educational Philosophy;
Educational Principles; *Education Work Relationship;
Elementary Secondary Education; Labor Force Development;
*Leadership; Relevance (Education); Role of Education; School
Business Relationship; *Vocational Education
IDENTIFIERS- *Collingwood (R G); *Dewey (John)

This book contains a series of essays that examine the relationships among work, education, and leadership from a philosophical and practical perspective. The essays represent studies undertaken at Harvard's Philosophy of Education Research Center. Among the topics covered are the concepts of education and training, the nature of vocational education, the relationship between art and utility in schooling, and the roles of leadership in education and work. The book synthesizes the theories of the American pragmatist John Dewey and the British idealist R. G. Collingwood. The three essays in section 1 examine the language of work and the idea of vocational education: (1) "The Language of Work" (V. A. Howard); (2) "John Dewey on Work and Education" (Israel Scheffler); and (3) "Reflections on Vocational Education" (Israel Scheffler). Two chapters in the second section examine the themes of art and utility in education and what it means to be an educated person: (4) "Art and Utility in Education" (V. A. Howard); and (5) "On the Idea of an Educated Person" (Israel Scheffler). Section 3 is comprised of two chapters that explore some conceptual and methodological issues of leadership, focusing on its accessibility to direct instruction and its emergence in the work place: (6) "Can Leadership Be Taught?" (V. A. Howard); and (7) "Educating Leadership at Work: (V. A. Howard). Each chapter contains references. (LMI)

ED 383 162 EC 303 996

Krajicek, Marilyn J., Ed.; Steinke, Geraldine D., Ed.
The National Conference on Developing Policy and Practice To Implement I.D.E.A. Related to Invasive Procedures for Children with Special Health Care Needs (Denver, Colorado, August 6-7, 1994). Summary of Proceedings.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- 95
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Ancillary School Services; Change Strategies; Child Advocacy; *Compliance (Legal); Delivery Systems; Early Childhood Education; Educational Legislation; Elementary Secondary Education; Federal Legislation; Inclusive Schools; Legal Responsibility; *Medical Services; *Nursing; School Responsibility; *Special Health Problems
IDENTIFIERS- *Individuals with Disabilities Education Act

This document includes summaries of papers and discussions presented at the first of three federally supported, national conferences on the development of policy and practices to implement the Individuals with Disabilities Education Act related to invasive procedures for children with special health care needs. Emphasis is on the interdisciplinary discussion of issues by special educators, lawyers, physicians, nurses, ethicists, paraprofessionals, health finance professionals, and parent advocates. Individual sessions with multiple presenters addressed the following topics: medical and legal issues; quality of care (structures that allow for safe and legal delegation); issues in special education (inclusion); issues of ethics, advocacy, and funding; systems change (how to influence policy making); challenges for the future and funding; and the creation of action plans. Extensive appendices include a list of speakers, addresses of advisory group and board members, speaker handouts, an annotated bibliography, reprinted articles, and ordering information for the Model Nurse Practice Act. (DB)

ED 382 773 CE 068 819

Cassara, Beverly B.
Women, Literacy, and Development: Challenges for the 21st Century. A Report on the World Assembly of the International Council for Adult Education (5th, Cairo, Egypt, September 15-23, 1994).
PUB DATE- Sep 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Adult Basic Education; Developing Nations; *Economic Development; Educational Research; Education Work Relationship; Foreign Countries; International Cooperation; *Literacy Education; Poverty; Sex Fairness; *Womens Education

The World Assembly addressed the theme of women, literacy, and development from the perspectives of international leaders, countries, and the host country. Critical issues related to education, social and political status, and the environment, poverty, and population were treated in plenary sessions; afternoon workshops were held on such topics as the following: production of literacy materials, adult education and literacy research, preparations for the World Summit on Social Development and Fourth World Conference on Women, education for human rights, women's rights and democracy in the Arab region, literacy and empowerment, women and violence, literacy and the media, gender planning in literacy and adult education, and international cooperation. The six-point final declaration of the assembly related to these issues: recognition of diversity within literacy; obstacles women and girls face in access to education; need for a unified, comprehensive strategy for education for all; special youth programs; need for updated, action-oriented research; and advocacy for literacy. Highlights of the secretary-general's report of International Council for Adult Education (ICAE) activities included establishment of priority concerns, publications, acting as a major consultant to the Economic and Social Council of the United Nations, and outreach efforts. (YLB)

ED 382 792 CE 068 862

Dubois, David D.

Competency-Based Performance Improvement: A Strategy for Organizational Change.

PUB DATE- 93

NOTE- 348p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Adult Education; *Change Strategies; *Competency Based Education; Curriculum Development; Educational Media; Educational Objectives; Educational Principles; Educational Strategies; Job Performance; *Labor Force Development; Learning Strategies; Management Development; Models; Needs Assessment; *Organizational Change; Personnel Management; Program Development; Program Evaluation; *Supervisory Training; *Training Methods

This book, which focuses on actual practitioners' experiences, outlines a systematic approach to improving individual workers' performance as part of an overall strategy for organizational change. Frameworks are provided for conceptualizing and implementing exemplary training practices. In addition, steps in achieving the practices and pitfalls to avoid are outlined, and actual outcomes are examined. The following topics are covered in the book's introduction and 10 chapters: the principles of competency-based performance improvement; a model for creating competency-based performance improvement in organizations; needs analysis, assessment, and planning in a competency-based format; concepts and methods for developing competency models; creating a competency-based curriculum plan; designing and developing competency-based learning interventions; tracking the performance of the subsystems; competency-based training at Tektronix, Inc.; the managers-of-managers program; competency-based leadership development at the Defense Mapping Agency; and competency-based management development for senior managers at the New England Telephone Company. Twenty-six figures are included. (MN)

ED 382 829 CE 068 947

Expanding Our Horizons. 1995 Success Stories.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Adult Basic Education; Adult Literacy; *Adult Students; *Basic Skills; Biographies; Education Work Relationship; *Individual Characteristics; *Literacy Education; *Outcomes of Education; Program Descriptions; *Success; Vocational Rehabilitation
IDENTIFIERS- *Pennsylvania

This booklet profiles 10 former participants in adult basic education (ABE) and literacy programs who have gone on to build successful lives and careers and have been designated outstanding adult students by the Pennsylvania Association for Adult and Continuing Education. The men and women selected as award winners were sponsored by the following Pennsylvania ABE, literacy, and vocational rehabilitation programs/agencies: Greater Pittsburgh Literacy Council, Mid-State Literacy Council, Intermediate Unit 10 Development Center for Adults, Clarion County Literacy Council, Cumberland Valley School District, Northwest Tri-County Intermediate Unit, Luzerne Intermediate Unit 18, Tuscarora Intermediate Unit Adult Education and Job Training Center, Eagleville Hospital, the Lighthouse, and the Center for Literacy, Inc. Each profile includes information on the following: award winner's level of formal education before enrolling in an adult education program, the obstacles and/or personal/physical problems overcome by the individual, career progress and/or community activities since completing the adult education program, and continuing involvement (if any) with ABE or literacy education. (MN)

ED 382 887 CG 025 859

Berendt, Elizabeth Ann
Descriptive Links between Childhood Sexual Abuse during the First Five Eriksonian Stages and the Development of the Last Four Stages: A Review of the Literature.
PUB DATE- May 94
NOTE- 81p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Adults; *Child Abuse; Children; *Developmental Stages; Intimacy; Personality Development; *Self Actualization; Sex Role; *Sexual Abuse; *Sexual Identity; Sexuality
IDENTIFIERS- *Erikson (Erik)

The empirical literature regarding the descriptive links between childhood sexual abuse and adult development is reviewed from an Eriksonian perspective. The problems with studying the developmental effects of childhood sexual abuse are discussed. These include the following problems: the lack of differentiation between sexual abuse cases, difficulties with the samples, problems with data collection, the manner in which the effects were measured, and limitations of the research designs. The hypothesized descriptive links between childhood sexual abuse and later development begin with the tendency to struggle with role confusion difficulties. Sexually abused people are also likely to have more conflicts around intimacy issues in comparison to non-abused people. Furthermore, the sexually abused person appears to struggle with generativity difficulties more than the non-abused person. Lastly, sexually abused individuals may tend to lean toward despair in comparison to the non-abused individuals. Further research that takes into account the various ages in which the sexual abuse occurred and the possible links that may occur with different developmental stages is suggested. (Contains 37 references.) (Author)

ED 382 908 CG 026 249

Barefoot, Donna; Thomas, George
Effects of Seminar Participation on Parental Attitude Concerning the Use of the School Counselor as a Resource.

PUB DATE- 11 Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attention Deficit Disorders; *Attitude Change; *Counselor Client Relationship; Elementary Education; Hyperactivity; Learning Disabilities; *Outreach Programs; *Parent Attitudes; Parent Counseling; Parent Workshops; Program Evaluation; *School Counselors
IDENTIFIERS- *Counselor Parent Cooperation

It is estimated that from 1 percent to 10 percent of American children suffer from Attention Deficit Hyperactivity Disorder (ADHD). Despite the large amount of research and numerous professional articles written about attention deficit disorders, parents rarely have easy access to this information and the assistance resources contained therein. The purpose of this study was to determine if there is a significant difference in the parental understanding of their child's Attention Deficit Disorder (ADD/ADHD) disability when the school counselor acts as a resource person. Thirty randomly selected parents participated in the study, 15 of whom attended a seminar with the school counselor and 15 of whom served as the control group. The experimental group was given a questionnaire prior to and following the seminar. The control group was mailed a questionnaire so as to determine its needs for a seminar in the future. The results of the study indicated that most parents of ADHD/ADD children are not well informed about the disorder and have many misconceptions about the disorder and the school's role in serving the child. Prior to the seminar, only seven parents out of the 30 in the study utilized the school counselor. All 15 parents who participated in the seminar considered the school counselor to be a valuable resource person. The questionnaire used in the study is appended. (Contains 31 references.) (JE)

ED 382 968 CS 214 850

Carroll, Margaret; And Others
Setting a Place at the Table: The Study of a Writers' Group.
PUB DATE- Mar 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Autobiographies; *Cooperation; Extracurricular Activities; *Group Experience; Higher Education; *Nontraditional Students; Personal Narratives; Poetry; *Self Directed Groups; *Student Needs; *Writing (Composition); Writing Instruction
IDENTIFIERS- Facilitators; Rhode Island College; *Writing Groups

New voices and perspectives from an increasingly diverse student body challenge educators to reconsider customary ways of seeing and doing the business of teaching writing. This challenge led researchers at Rhode Island College to create an informal writers' group with peers rather than instructors as facilitators. Writers' Informal Network (WIN) began with an informal group of six, all women; they ranged in age from early twenties to middle forties. Along with the writing center directors, the student facilitators, an undergraduate English major, and a graduate student in social work, reflect on the development they witnessed in one student in particular, a 28-year-old returning student with learning disabilities. Through a series of sketches and poems, the graduate facilitator observes in the writing student a realization that her story is something that has happened "to" her, not something that "is" her. Writing filters out the speaker's own negative judgments, her feelings of uniqueness and isolation. The undergraduate facilitator observes that the writing student has discovered she has a voice, that putting words on the page is only the beginning, not the end, and that the process of revision is ongoing. She has moved from journal writing with an audience of one, to writing for a supportive group, to writing for a public audience. (TB)

ED 383 104 EA 026 761

Developing a Framework for the Continual Professional Development of Administrators in the Northeast. The DeWitt Wallace-Reader's Digest Fund Study Conference (November 1992).

SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- Nov 92
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Characteristics; *Administrator Education; Administrator Effectiveness; Administrator Evaluation; *Administrator Qualifications; *Certification; Competence; *Educational Administration; Elementary Secondary Education; *Leadership; Leadership Qualities; *Professional Development
IDENTIFIERS- *United States (Northeast)

Six northeastern states and The Regional Laboratory for Educational Improvement of the Northeast and Islands convened 42 exemplary principals, superintendents, educational administration faculty, representatives from business and industry, and legislators to discuss the professional development of school- and district-level administrators within the region. The conference was part of a larger endeavor called the Common Market Project, which also formed the Administrator Standards Working Group (which is working toward the development of a regional credential for administrators). This document is a product of the conference, which sought to establish a framework for a continuum of professional development for existing and future administrators. The conference revised the proposed regional competencies to include a focus on the demonstration of proficiency; drafted a framework for continuous professional development; and created a committed cadre of individuals in the northeast region. It also identified the following concerns to be addressed by the Administrator Standards Working Group: (1) the number of credentials to be issued; (2) the most feasible method for implementing a regional delivery system for professional development; and (3) the representativeness of the strategies to the administrative community at large. Three figures are included. Appendices contain a draft of competencies for administrators and a list of conference participants. (LMI)

ED 383 143 EC 303 967

Al-Hilawani, Yasser A.; Poteet, James A.
Cognitive Processing in Mild Disabilities.
PUB DATE- Apr 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Processes; Educational Research; Elementary Secondary Education; *Emotional Disturbances; Exceptional Child Research; Foreign Countries; *Learning Disabilities; *Learning Theories; *Mild Mental Retardation; Models

Research regarding the cognitive processing of students with learning disabilities, mild mental handicap, and emotional handicap is reviewed. In considering cognitive processing for students with mild mental handicap, research attention has been directed to the issues of memory and learning, acquisition and retrieval deficits, inefficient strategic plans, executive function, inadequate tactics and metastrategies implementation, production anomalies, and levels of processing. The following major topics have been addressed in cognitive processing research for students with emotional handicap: memory and learning, intellectual functioning, information processing, and levels of processing. The review found that there has been more research on cognitive processing of students with learning disabilities and mild mental handicap than on students with emotional handicap. The paper concludes that the argument used to support that students with mild disabilities have processing deficiency can also be used to suggest that they have neurological problems and structural differences. However, students' task performance can be improved with the appropriate use of learning strategies. (Contains 60 references.) (SW)

ED 383 183 FL 022 968

"English Only": The Attack on Minority Language Speakers in the United States.
PUB DATE- Mar 92
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Anglo Americans; Asian Americans; Civil Liberties; *Constitutional Law; *English; *Ethnic Bias; Hispanic Americans; Immigrants; *Language Proficiency; *Minority Groups; Official Languages; Second Languages; *Social Attitudes
IDENTIFIERS- *English Only Movement; Language Minorities

The aim of the "English-Only" movement is to make English the official national language. The Constitution of the United States does not mention the English language, and therefore the country has no official language. The legacy of the nation's founders is one of linguistic tolerance. The increase in immigrants from Asia and Latin America has generated a nativist backlash. Within the "English-Only" movement, U.S. English (USE) is more sophisticated and successful than groups like "English First" that are overtly much more nativist and virulently anti-immigrant. Eighteen states and numerous cities and towns have official English laws. These laws can be attacked on First, Fifth, Sixth, and Fourteenth Amendment grounds. The "English-Only" movement's rhetorical focus on the laudable goals of national unity and English proficiency has brought considerable financial and political success. Yet the movement is driven by cultural insecurity and prejudice against minorities. English-only laws fail to advance English proficiency or foster national unity. Instead, they promote harmful divisiveness while infringing on important minority rights. (CK)

ED 383 225 FL 023 071

Bigard, Patricia E.; And Others
Level I Oral Assessment Kit & Mid-Year Check List. Draft.

PUB DATE- Sep 91
NOTE- 50p.; For Levels II and III, see FL 023 072.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; Elementary Secondary Education; French; *Introductory Courses; Language Proficiency; *Language Tests; *Scoring; Second Language Instruction; Second Languages; Spanish; *Speech Skills; *Student Evaluation; *Verbal Tests
IDENTIFIERS- Columbus Public Schools OH

The assessment packet presented is a draft of a test designed for use with beginning level students of a second/foreign language in the Columbus (Ohio) public schools. It focuses on speaking skills and attempts to test only what students can be expected to say, realistically. The packet consists of: nine mini-tests for use at regular intervals throughout the academic year; a year-end speaking test; a scale for evaluating student performance; mid-year skills checklists for both teachers and students, for both French and Spanish, to be administered in January as an index of student progress and a placement aid; and a comprehensive student evaluation form to be submitted at the end of the school year. An introductory section outlines some specific strategies for test administration and checklist use. (MSE)

ED 382 849 CE 068 991

Kimbell, Richard
Technology in the School Curriculum. Contractor Report.
PUB DATE- 20 Apr 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Curriculum Development; Design; *Educational Development; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; Program Effectiveness; Student Evaluation; *Technology Education
IDENTIFIERS- *United Kingdom

This report seeks to answer a set of related questions in the context of the United Kingdom: where technology education comes from, what it contributes to the curriculum and what its unique qualities are, and how excellence in students should be assessed. Part 1 describes and analyzes the evolutionary steps in the emergence of technology in the curriculum with a focus on the last 30 years. It traces the historical evolution of design and technology in the United Kingdom as a school subject, pointing out how it complements and differs from science and craft. Part 2 describes a national assessment that the author developed to find out what students learn from technology taught as design and summarizes the results. These findings are reported: girls appear to be better at identifying tasks, investigating, and appraising ideas, whereas boys seem to be better at generating and developing ideas; and Craft Design and Technology course students consistently outperformed the control group. Part 3 describes why technology education has been so successful. It points out some compelling reasons that have led head teachers, administrators, parents, politicians, and employers to value the contribution that it makes to children's development: the closeness between the process of design and technology and the process of thought; the centrality of communication; cooperative learning; and the direct link between technology in schools and subsequent industrial employment. Contains 35 references. (YLB)

ED 382 929   CS 012 140

Griffin, Patrick; And Others
The American Literacy Profile Scales: A Framework for Authentic Assessment.
PUB DATE- 95
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010
DESCRIPTORS- Communication Skills; Elementary Secondary Education; Evaluation Methods; Holistic Approach; Listening Skills; *Literacy; *Reading Achievement; *Student Evaluation; *Writing Achievement
IDENTIFIERS- *Authentic Assessment

Designed to help teachers who want to implement an approach to assessment and reporting that supports the wholeness of the teaching/learning/assessment enterprise, this book describes students' accumulation of literacy-related behaviors and attributes and allows for the idiosyncracies of individual learning patterns. The scales presented in the book have been normed in the United States especially for American schools and have also been developed to enable teachers in special education to act independently of standardized tests and to regard their students as part of the mainstream. The book includes scales and reporting formats, sample student materials, guidelines for merging teaching and assessment, and norms in both tabular and graphic format. Chapters in the book are: (1) What Is a Profile?; (2) Development and Uses of Profiles: An Overview; (3) Getting Started; (4) Reading Profile Records; (5) Writing Profile Records; (6) Spoken Language Profile Records; (7) Listening Profile Records; (8) Viewing Profile Records; (9) Contexts: Assessment as Part of Teaching and Learning; (10) Recording and Reporting with Profiles; (11) Profiling the Literacy Skills of Students with Special Needs; (12) The Reading Classroom; and (13) Establishing Normative Data on Teacher Judgment. Appendixes present "nutshell" statements for profiles, band levels, and blackline masters. (RS)

ED 382 989 CS 214 875

Papay, Twila Yates
A Complex Tapestry: Weaving What We Learn from Each Other into Our Centers.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Meeting of the National Writing Centers Association (Nashville, TN, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conferences; Cooperation; Higher Education; *Peer Teaching; *Personal Narratives; *Professional Development; Teacher Student Relationship; *Tutoring; Undergraduate Students; *Writing Laboratories
IDENTIFIERS- *Professional Meetings; Rollins College FL

A centerpiece of the collaborative exchange characteristic of the writing center at Rollins College, Florida, is the inclusion of peer writing consultants, who present their strategies and debate their Center's policies at regional and national conferences. In the Fall of 1984, some faculty and students from Rollins went to the first National Peer Tutoring Conference at Brown University, even before a writing center had been developed. For the director of the Writing Center, the conferences she and her colleagues attended over the years have been integral to the training and professional growth of undergraduate peer writing consultants. This inclusiveness has prevented the stagnation often found in academe. The consultants have become professionals, convincing others of their possibilities. The effect of students and faculty interacting as equals and collaborators at conferences has been a transforming experience. (RS)

ED 383 008 CS 508 914

Miller, Lisa M.

"Computer-Based Communication and the Creation of Group Identity" or "Questions We Could be Asking about Group Interaction via Computer."

PUB DATE- 20 Nov 94

NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication (Thought Transfer); Communication Research; *Computer Assisted Instruction; Computers; *Discussion (Teaching Technique); *Electronic Mail; *Group Dynamics; Higher Education; Undergraduate Students

IDENTIFIERS- *Communication Patterns; Research Suggestions; University of Minnesota

A study investigated communication patterns among undergraduate student groups using email for instructional discussion at the University of Minnesota. A sample of three 6-person groups was studied over a 7-week period, during which the groups were given three topics to discuss sequentially for instructional purposes. Students used email outside of class time and were required to contribute at least two posts (or entries) for each discussion topic. The task assigned to the students was to: (1) generate ideas and arguments on a given topic; and (2) learn how to improve their on-line conversation skills. There was no tangible goal for the group to produce; instead, groups were asked to focus on the process of discussing. Transcripts of the discussions were analyzed inductively using a process of repeated summarizing to reduce the data and look at patterns. Each discussion was treated as a separate case and dynamics were noted at the micro-level for all cases. Then cross-group dynamics and cross-discussion dynamics were analyzed. Finally, categories were generated for further research: (1) discussion momentum (the use of an "anchor" post as a touchstone); (2) question-asking strategies; (3) use of humor or sarcasm; (4) norms for naming participants; (5) style of writing and competence; (6) beginnings and endings; (7) disruptive events; (8) software differences; (9) role functions (for instance, the emergence of a leader); (10) agreement and conflict; (11) nonparticipants; and (12) the relationship between computer-mediated and face-to-face interaction. (Contains instructions for email discussion used in the course.) (TB)

ED 383 047 EA 026 598

Gold, Anne

Working with Silences: Planning Management Development Programmes Which Work for Women Too.

PUB DATE- Sep 94
NOTE- 12p.; Paper presented at the Meeting of the European Network for Improving Research and Development in Educational Management (Majvik, Finland, September 29-October 2, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Education; *Educational Administration; Foreign Countries; Group Discussion; Group Dynamics; Leadership Training; *Management Development; *Minority Groups; Power Structure; Professional Development; *Speech Communication; Verbal Communication; *Women Administrators

This paper discusses the silences that arise when female educational administrators reflect on their practices during most public discussions, seminars, and lectures. The term "silence" refers to the situation in which people who perceive themselves as less powerful than those from the dominant culture (that is, women and minorities) tend to not participate in the public discourse. Part 1 describes the forms that silences take: (1) the actual silence--not being able to enter into the discourse; (2) the silence of resistance--deciding not to participate; and (3) the denial--not realizing the existence of another discourse. Part 2 describes strategies for working with the silences, implemented at the Management Development Centre (Institute of Education, University of London). At the center, participants must decide whether to engage in or change discourses. Strategies include power-sharing activities and learning to read the silences. Programs are planned to give participants current information, the opportunity to extend professional development, and time to reflect on practice. (LMI)

ED 383 123 EC 303 934

Venn, Martha L.; And Others
Facilitating Inclusion in Community Settings: Creating Environments That Support the Communication and Social Interactions of Young Children. FACTS/LRE Information Series #3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 26p.; A publication of Family And Child Transitions into Least Restrictive Environments.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; *Communication Skills; *Delayed Speech; *Inclusive Schools; Interaction; *Interpersonal Communication; Language Skills; Mainstreaming; Preschool Children; Preschool Education; *Speech Impairments; Teaching Methods; Verbal Communication

This guide offers suggestions to promote social interaction and communication of preschool children, thereby facilitating inclusion of children with speech and language delays into community settings. A preschool scenario is presented to illustrate problem areas in classroom communication. Guidelines are then offered for integrating learning opportunities into the daily preschool routines, maximizing natural opportunities with children, and anticipating circumstances that can be used to promote children's use of language and positive social interaction. The following techniques to promote communication are considered: changing communication and speech patterns, asking open-ended questions, pausing, using expansions, and offering praise and encouragement. The preschool scenario is then reexamined, and guidelines for modifying daily routines are offered. A form for recording a teacher action plan is provided. (SW)

ED 383 204 FL 023 004

Parkinson, Brian, Ed.; Mitchell, Keith, Ed.
Edinburgh Working Papers in Applied Linguistics, Number 6.

PUB DATE- 95
NOTE- 98p.; For individual papers, see FL 023 005-011.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Collected Works - Serials (022)
DESCRIPTORS- Advanced Courses; Applied Linguistics; Comparative Analysis; Computer Software Development; Courseware; Curriculum Development; *Discourse Analysis; English (Second Language); *English for Special Purposes; Figurative Language; Foreign Countries; Higher Education; Interpretive Skills; Japanese; *Language Research; Language Teachers; Linguistic Theory; Listening Comprehension Tests; Literature Appreciation; Multimedia Instruction; News Reporting; Second Language Instruction; *Student Placement; Surveys; Teacher Attitudes; Testing; *Translation; Verbal Tests; War

Papers in this serial on aspects of applied linguistics include: "An Investigation into Teachers' Attitudes to Using Literature in the Language Classroom" (Marie Gilroy); "Creating Multimedia Courseware for ESP" (Philip Goertzen, Ron Howard); "A Comparison of Listening and Speaking Tests for Student Placement" (Anne Heller, Tony Lynch, Linda Wright); "English/Japanese Professional Interpretation: Its Linguistic and Conceptual Problems" (Luli Ishikawa); "The Analysis of Wartime Reporting: Problems of Transitivity" (Noriko Iwamoto);

"Aspects of Reference in Figurative Language" (Anne Pankhurst); and "Research To Inform Advanced FL Courses Involving Translation: An Immodest Proposal" (Brian Parkinson). (MSE)

ED 382 811 CE 068 904

Zemsky, Robert; Iannozzi, Maria
A Reality Check: First Findings from the EQW National Employer Survey. EQW Issues Number 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Employer Attitudes; Employment Practices; *Job Training; *Labor Force Development; National Surveys; *Personnel Selection; *School Business Relationship; Vocational Education
IDENTIFIERS- Employer Surveys

A national survey was conducted to identify employers' practices and expectations in their search for a skilled and proficient work force. Of over 4,000 employers contacted, 3,347 participated. Establishments reported that just over 80 percent of workers were fully proficient in their current jobs. Neither the restructuring of the U.S. economy nor the rapid introduction of new technologies had led to a "deskilling" of work. Use of high-performance work systems remained the exception. Almost all establishments provided formal or informal training. The most common program taught the safe use of equipment and tools. Both the improvement of teamwork efforts and customer service ranked second. Training to use computers and other new equipment ranked a close third. Fifty percent of employers used equipment suppliers or buyers to provide training. Slightly more used private consultants (36 percent) and private industry councils or other industry associations (34 percent) than they did technical or vocational institutions (33 percent) and community or junior colleges (30 percent). Attitudes, communication skills, job experience, and industry credentials ranked higher than schooling measures in hiring decisions. Policymakers should do the following: help form partnerships between school and work, make educational performance measures and credentials more meaningful to employers, and help employers reevaluate the use of educational outlets as suppliers of training. (YLB)

ED 382 869 CE 069 050

Occupational Literacy. A Training Profile Development Project for Ontario Basic Skills/Formation de base de l'Ontario.

PUB DATE- 89
NOTE- 361p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; *Behavioral Objectives; *Communication Skills; Computer Literacy; Employer Attitudes; Foreign Countries; French; Job Skills; *Literacy Education; *Numeracy; Profiles; Science Process Skills; Vocational Adjustment
IDENTIFIERS- Ontario; *Workplace Literacy

This document resulted from a project undertaken to develop a set of program-specific and occupationally relevant performance (learning) objectives for the Ontario Basic Skills/Formation de Base de l'Ontario (OBS/FBO) program. It describes project activities, including a literature review in three related areas: understanding what literacy means, occupational literacy research findings, and basic skills for the workplace. Two project stages are discussed. The first is a survey in English and French of 325 Ontario (Canada) employers in 9 industrial sectors. The survey identified the core basic skills required at three entry levels to employment. The second stage is the consolidation of the survey findings into preliminary performance objectives for each of the six subject areas in OBS/FBO: communications, numeracy, science, computer literacy, work adjustment, and technical hands-on. The terminal performance objectives are presented in the body of the report. Appendixes, amounting to over one-half of the report, include the following: lists of employers surveyed; survey results; provincial, regional, and sectoral results; occupational sector job positions; onsite points of observation; OBS terminal and enabling objectives; and FBO terminal and enabling objectives. (YLB)

ED 383 027   CS 508 937

Neff, Bonita Dostal
A Researched-Based Communication Training Program for Stress Management: A Longitudinal Study of State Employees in a Health Care Organization.
PUB DATE- Oct 92
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992). Contains faint and broken type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Health Education; Higher Education; *Interpersonal Communication; Longitudinal Studies; *Organizational Communication; Pilot Projects; State Programs; *Stress Management; Stress Variables; *Training Objectives
IDENTIFIERS- Communication Behavior; Iowa

A statewide effort to identify stressors in state-level social service institutions in Iowa led one state health agency to establish a stress management project. A pilot program singularly focused on communication as the key tool in reducing stress and managing stress. A longitudinal study surveyed agency employees at the Iowa Veteran's Home in Marshalltown and completed a pilot study of the communication training with a key representative group from the agency at large. The training sessions were held in 6-hour segments during May and June of 1989. There were seven of these training sessions for a total of 42 hours of training for members of the pilot group. The results and recommendations suggest the importance of communication (interpersonal, intrapersonal, organizational, multicultural, and public relations) in stress management. The results (pre-post-delayed data from survey and critical indicators) tracked the significant impact of communication training on stress reduction and stress management. (Contains 23 references. Appendixes present a list of the goals and objectives of the project, a stress questionnaire, a breakdown of questions according to categories, a progress report on the project, nine tables of data, and a time table.) (Author/RS)

ED 383 067 EA 026 719

Clinchy, Evans; Kolb, Frances Arick, Ed.

Planning for Schools of Choice: Achieving Excellence and Equity. Book IV--Model Choice Schools: Nontraditional Organization and Curriculum.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 56p.; For other books in the series, see ED 311 524, ED 321 348, and EA 026 718.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Continuous Progress Plan; Educational Innovation; Educational Philosophy; Elementary Education; Equal Education; Intermediate Grades; *Magnet Schools; Montessori Method; *Nontraditional Education; Open Education; Progressive Education; *School Choice; School Desegregation; *Voluntary Desegregation

This publication describes schools of choice that are nontraditional in structure, including continuous-progress, open, and Montessori-type schools. It describes the philosophy, curriculum, teaching methods, school organizations, and grading methods of several different kinds of nontraditional schools: two continuous-progress schools, a Montessori school, a developmental school, and a microsociety school. The examples are drawn from elementary, junior high, or K-8 schools. The continuous-progress schools include Rafael Hernandez Two-Way Bilingual Magnet School (Boston, Massachusetts, Public Schools) and Mill Swan Communications Skills Center (Worcester, Massachusetts, Public Schools). Examples of Montessori, developmental, or microsociety schools include Bennett Park Montessori Center (Buffalo, New York, Public Schools), Graham and Parks Alternative Public School (Cambridge, Massachusetts, Public Schools), and City Magnet School (Lowell, Massachusetts, Public Schools). An example of a nontraditional school with curricular specialization is the Arts Magnet School (Lowell, Massachusetts, Public Schools). The final chapter examines new methods of shared governance practiced by some of the schools. Practitioners' checklists for identifying nontraditional school characteristics are included. (LMI)

ED 383 086 EA 026 740

Silins, Halia C.
Leadership Characteristics That Make a Difference to Schools.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Administration; Elementary Education; Foreign Countries; *Leadership; *Leadership Styles; Least Squares Statistics; Models; *Organizational Climate; *Path Analysis; Principals; *Teacher Administrator Relationship
IDENTIFIERS- *Australia

The last decade has seen accelerating change in Australia in the form of devolution of authority, democratic decision making, school accountability, and central reorganization. This paper presents findings of a study that investigated transformational and transactional conceptualizations of leadership and their usefulness in predicting school outcomes within a context of change and educational reform. Specifically, the study examined the effects of transformational and transactional leadership practices on student-performance outcomes, curriculum outcomes, teacher outcomes, and school culture. Data were derived from a survey that was administered to 291 primary teachers from 58 South Australian schools. Partial least-squares path analysis (PLSPATH) was used to develop a path model. Findings indicate that each of the leadership characteristics--visionary, individual consideration, collaborative problem solving, goal achievement, and ethos--were perceived by teachers to promote particular outcomes. Individual consideration and support and collaborative problem solving made a major difference to teacher outcomes, collaborative problem solving made a major difference to curriculum outcomes, ethos made a major difference to school culture, and goal achievement made a major difference to student performance. The data suggest that if the areas of school performance to be improved can be identified, then the leadership behaviors that are most likely to contribute to the improvement of specific outcomes can also be identified. Two tables and 1 figure are included. Contains 44 references. (LMI)

ED 383 144 EC 303 968

Frey, Laura; Lane, Cindy

The Bridges Program: Promoting Home School Inclusion through a Continuum of Services.

PUB DATE- 9 Apr 95
NOTE- 22p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

(150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Behavior Change; *Behavior Disorders; Elementary Secondary Education; Intervention; Recordkeeping; *Records (Forms); *Special Classes; Special Schools; *Transitional Programs

The Bridges Program of the Wyandotte Comprehensive Special Education Cooperative in Kansas works to have students with chronic aberrant behavior in alternative school settings function successfully in a self-contained setting in the student's home school. The program works to create an environment which will address the curriculum needs and emotional deficits of the student. Program staff cooperatively plan to "bridge" the student back to the home school, by working to develop and implement the placement plan, locate and network the student and family with community resources, support the student in the home school environment, and provide necessary support to the home school team. Team planning is documented through a "bridging plan" specifying target behaviors, criteria for success, and possible acceptable alternative behaviors. This document presents a sample form used in specifying target behaviors, an environmental analysis form, and a behavior checklist for the referring teacher. (JDD)

ED 383 163 FL 022 312

Mansour, George P.
A Pilot FLES Project: Overview and Reflections.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Blacks; Educational Objectives; Elementary Education; Financial Support; *FLES; French; German; Japanese; *Minority Groups; Models; Parent Attitudes; *Program Descriptions; Program Evaluation; *Second Language Instruction; Spanish; State Agencies; Summer Programs
IDENTIFIERS- Lansing School District MI; Michigan State University

This article outlines a 2-year foreign language in the elementary school (FLES) pilot project that resulted in an unusual model of program funding and considers additional issues relevant to funding such programs. The 1990-1992 pilot project implemented by Michigan State University, the Black Child and Family Institute of Lansing, and the Lansing School District demonstrated that foreign language instruction begun in the elementary school benefits children. The 2-part program (part one: academic year program; and part two: summer program) provided instruction in French, German, Japanese, and Spanish to 150 students, grades 1-6, in which 77% were Black, 4% Asian American, and 4% Hispanic; almost 40% scored below the 60th percentile in Math and Reading on assessment tests administered by the State. Goals were to teach the children, make them more culturally aware, develop a working model of FLES, and train teachers in FLES. Outcome was measured in retention rate, absenteeism, class expectations and outcomes, and data obtained from parents or guardians. Results showed that the program sustained children's interest, collaborated by a 44% response from parents that their children seemed more interested in school under the FLES program. (NAV)

ED 382 793 CE 068 863

Groneman, Nancy J., Ed.; Kaser, Karen C., Ed.
Technology in the Classroom. National Business Education
Yearbook, No. 33.

PUB DATE- 95
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)

DESCRIPTORS- *Business Administration Education; *Business Education; Classroom Design; *Classroom Techniques; Computer Assisted Instruction; Computer Graphics; Computer Uses in Education; Critical Thinking; *Curriculum Development; Desktop Publishing; *Educational Technology; Electronic Mail; Interactive Television; Local Area Networks; *Media Selection; Models; Multimedia Instruction; Optical Data Disks; Postsecondary Education; Secondary Education; Skill Development; Teleconferencing; Training Methods; Troubleshooting; Undergraduate Study; Yearbooks

This yearbook contains the following papers discussing the types and uses of technology in business education programs at all grade levels: "Technology's Impact on Computer and Business Curricula" (Jaderstrom); "Teaching Technology vs. Technology as a Teaching Tool" (Kizzier); "The Impact of Technology on Undergraduate Business Education Preparation Programs: A Model" (Rankin); "Technology and the Development of Critical Thinking Skills" (Schmidt, Kirby); "Technical Training Methods" (O'Connor); "Desktop Presentation Software--What Is It and How Can It Be Used?" (Graves); "Multimedia: An Educational Tool" (Perreault); "Electronic Mail, Bulletin Board Systems, Conferences: Connections for the Electronic Teaching/Learning Age" (Flatley, Hunter); "Interactive Television in the Classroom" (Savage); "Evaluating Instructional Technology for Classroom Application" (Gueldenzoph, Hyslop); "Redesigning the Classroom to Reflect Technology's Impact" (Bayless); "Computer Operating Systems and Graphical User Environments--The State of the Art" (Lundgren); "Computer Network Technology: A Survey of Basic Components, Configurations, and Benefits of Local Area Networks" (LaBonty); "Implementing and Troubleshooting a Classroom LAN Local Area Network " (James); "CD-ROM Devices in the Classroom" (Tully); and "Implications of Emerging Technologies on Business and Computer Instruction" (Garrett). Individual chapters contain references. (MN)

ED 382 830 CE 068 949

Candy, Philip C., Ed.; Laurent, John, Ed.
Pioneering Culture: Mechanics' Institutes and Schools of Arts in Australia.
PUB DATE- 94
NOTE- 413p.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Adult Education; Case Studies; Coordination; Cultural Context; Educational Benefits; *Educational Change; Educational Cooperation; Educational Objectives; Educational Practices; Educational Principles; *Educational Trends; Enrollment; *Liberal Arts; Outcomes of Education; School Role; Social Change; *Technical Institutes; *Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- *Australia; *Mechanics Institutes (Australia); Schools of Arts (Australia)

This book contains the following papers about the history and role of Australia's mechanics' institutes and schools of arts: "'The Light of Heaven Itself': The Contribution of the Institutes to Australia's Cultural History" (Candy); "Dispelling 'the Stagnant Waters of Ignorance': The Early Institutes in Context" (Webby); "The Melbourne Mechanics' Institute: Its First Thirty Years" (Eastwood); "The Advantages of Mechanics' Institutions: Part I" (Osborne); "'A Slight Encouragement': The Colonial Book Grant and the Victorian Parliament, 1857-1860" (Hubber); "Conflict, Consensus and Culture: The Geelong Mechanics' Institute to 1900" (Askew); "'Respectable' and 'Useful': The Institute Movement in Western Australia" (Rose, Birman, White); "The Education of Adults in Schools of Arts in Colonial New South Wales" (Whiting); "Some Aspects of the Role of the Institutes in Technical Education in New South Wales, 1878-1916" (Laurent); "The Movement's Contribution to the Visual Arts: Three New South Wales Case Studies" (Riley); "Foundations and Fortunes of the Mechanics' Institutes and Schools of Arts in New South Wales" (Raath); "The Architecture of the Institutes: Selected Examples from Queensland" (Kellermeier); "Growth and Decline of the Queensland Schools of Arts, 1849-1981" (Inkster); "The Rockhampton School of Arts Library and Museum in the Nineteenth Century" (Murdoch); "A Tale of Two Cities: Mechanics' Institutes in Hobart and Launceston" (Petrow); "The Advantages of Mechanics' Institutions: Part II" (Lillie); "A Close Affiliation: Coordination of Institutes in South Australia" (Talbot); "'Improvement' and 'Progress': The South Australian Institutes after World War I" (Bettesworth); and "'This Meeting Is Now Closed': The Social Significance of the Institutes in Retrospect" (Laurent). An index and list of institutions referred to and/or illustrated are also included. (MN)

ED 382 888 CG 025 860

Schubot, David B.
South Dakota Youth Risk Behavior Survey Report, 1993.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 93
NOTE- 82p.

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Patterns; Drinking; *Drug Use; Eating Habits; Exercise; *High Risk Students; High Schools; *High School Students; Illegal Drug Use; Injuries; *Risk; *Sexuality; Student Surveys; Tobacco
IDENTIFIERS- *South Dakota

The Youth Risk Behavior Survey (YRBS) is a questionnaire of 92 items assessing the 6 health-care behaviors resulting in the greatest amount of youth morbidity, mortality, and social problems: (1) intentional and unintentional injuries; (2) tobacco use; (3) alcohol and other drug use; (4) sexual activity resulting in HIV infection, other sexually transmitted diseases, or unintended pregnancy; (5) dietary behaviors; and (6) physical activity. All public, private, and Bureau of Indian Affairs high schools in South Dakota were eligible for inclusion in the sample. Respondents included 1,348 high school students, approximately 50% of whom were females and 94% of whom were white. A weighting procedure was employed so as to reduce possible bias. Each question is presented alongside a corresponding bar graph reflecting the results. National Health Objectives for the Year 2000 are presented next to survey questions to which they relate, as well as the rationale for inclusion of each question. (Contains 39 references.) (CC)

ED 382 909 CG 026 250

Cobbs, Charles R.; And Others

Characteristics of At-Risk Youth Served by the Positive Impact Program (PIP).

PUB DATE- 10 Nov 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Youth; Child Welfare; Disadvantaged Youth; Early Intervention; Elementary Secondary Education; *High Risk Students; *Mentors; *Prevention; Program Descriptions; *Role Models
IDENTIFIERS- African Americans; *Positive Impact Program

Because of the threat of gangs, drugs and violence in their community, in the fall of 1990 16 African-American men started the Positive Impact Program (PIP) in Wynne, Arkansas for at-risk African-American boys. The program was originally developed to serve boys in kindergarten through eighth grade, but it has recently been made available to all youth. Wynne contains a poor neighborhood in which 95% of the 2,000 residents are black. Also, the unemployment rate is about 60% and about 70% of the residents are welfare recipients living below the poverty level. There are problems with teen pregnancy, drugs, violence, and gangs. The PIP program serves about 130 youth in grades K-8, about 43% of the black male youth population in the neighborhood. Three-fifths of the adolescent participants come from a one parent-household and 75% of them receive free or reduced-price lunch. The program has 17 adult advisors who supervise community service and work activities of the youth. The youngsters are encouraged to participate in tutoring services provided by advisors and teachers. PIP offers a comprehensive meeting of needs for at-risk youth in addressing concerns for their safety, academic success, relationship with peers and adults, emotional well-being, and cultural and recreational interests. Contains five references. (JE)

ED 382 951 CS 214 829

Mendoza, Louis

Ethos, Ethnicity, and the Electronic Classroom: A Study in Contrasting Educational Environments.

PUB DATE- Mar 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; Computer Attitudes; *Computer Uses in Education; *Cultural Differences; Economically Disadvantaged; *Equal Education; Higher Education; Low Income; *Minority Groups; Multicultural Education; Nontraditional Students; *Socioeconomic Status; Technological Advancement; Writing (Composition); Writing Instruction
IDENTIFIERS- University of Houston TX

To maximize the level of comfort that will facilitate an equal exchange of ideas instructors need to tailor their pedagogy to fit their audience. That means they must consider the extent to which their students have been exposed to computers. The University of Houston-Downtown (UHD) has a high percentage of "non-traditional" students. Students in composition classes taught there bring a great deal of real world experience, but that real world experience does not necessarily include computer exposure. Consequently, a computer-centered pedagogy requires special attention to factors such as different degrees of experience, technophobia, and outside-of-the-classroom access to computers, in order to understand the ways they impinge on academic performance and self-image of students in the classroom. An informal survey of students in a composition course showed that of the minority students, only 25% owned a computer and all of these considered themselves to be middle-class. Of the 75% who did not own a computer, about half considered themselves lower-income and the rest were lower middle and middle class. Still, the benefits of computer assisted instruction are great. Computers are especially useful in challenging students to examine their positions on sensitive or controversial social issues. Students often prefer electronically based discussions because they suspend the social dynamics of interpersonal communication, such as eye contact, shyness, and body language. (TB)

ED 382 969 CS 214 851

Jones, Donald C.
The Unexpected Burden of Manhood in Owen Wister's "The

Virginian": "Can't Yu' See How It Must Be about a Man?"
PUB DATE- 9 Oct 92
NOTE- 11p.; Paper presented at the Western American Literature Meeting (Reno, NV, October 9, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Higher Education; *Literary Criticism; *Literary Genres; Literature Appreciation; Novels; *Sex Role; Sex Stereotypes; *United States Literature
IDENTIFIERS- *Author Text Relationship; Genre Studies; United States (West); *Virginian (Wister); Wister (Owen)

Literary critics have frequently credited Owen Wister with the invention of the modern Western novel. Yet when compared to the modern cowboy stereotype, the supposedly prototypical text of "The Virginian" defies its author's apparent convictions of Western masculinity. This bestseller includes most of the now classic elements of a Western novel: comical tall tales, a tense card game, laconic chivalry, rugged individualism, an ambush, a lynching, and a climactic gunfight. However, at times "The Virginian" reveals the unexpected burden of the cowboy's manhood, bringing the masculine code itself into question. The web of relationships in the novel is far more complex than in the typical Western novel. And Wister's personal life reinforces the unexpected complexity of "The Virginian." Like his title character, Wister experienced the psychological burdens of an oppressive social code. Born to a refined Philadelphia family, Wister was a Harvard graduate, an amateur actor, and an accomplished classical pianist. Forced to pursue a legal rather than a musical career by his father, Wister's depression led to poor health for which he was sent west to recuperate. Some scholars see his novel as a "personal diary" which provided an outlet for the expression of deep feelings. For today's students, who may have seen "The Virginian" on television reruns, a chance to read the original novel and to analyze the reasons for its massive popularity may also shed some light on a mythical chapter of American culture. (Contains 14 references.) (NKA)

ED 382 990 CS 214 876

Papay, Twila Yates

Stunned to Silence: Teaching Travel Writing as Metaphor and Meaning in Life.

PUB DATE- Mar 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Metaphors; *Prewriting; Student Journals; *Student Reaction; *Teacher Role; *Travel; Undergraduate Students; *Writing (Composition); Writing Assignments; Writing Instruction
IDENTIFIERS- *Travel Writing

A sabbatical spent exploring the genre of travel writing began a writing instructor's journey to figure out what travel writing teaches--and how--and why it is so compelling to students. Her research in the genre of travel writing began as she was preparing students going abroad to keep meaningful journals. In middle- and advanced-level travel writing courses, students, too, are fascinated by travel writing and pursue a variety of writing projects. Travel writing's flexibility accommodates varied content. Teaching a range of students with different backgrounds and experiences invites an equally diverse array of materials--revisiting previous journeys through photographs, making oral presentations, etc. Much of the practice in shaping writing to experiment with topics, styles, and ways of thinking comes in the form of journal entries. Yet what remains so compelling is probably the concept of the journey as metaphor--the class, the teaching, the research, the discovery within the writing are all perceived as journey. Travel writing offers a way out of the dilemmas of expressive writing, which can disintegrate into whining and narcissism, because it both enlarges the canvas and deepens the perspective. Teachers of such a travel writing course model the receptive character of the traveller willing to be touched by people and places. Teachers can set some guidelines, but they must not define the journey in advance. Perhaps teachers model this best when they share their own writing, showing that they too can be touched or overwhelmed by discovery of people and places. (RS)

ED 383 184 FL 022 970

Weinberg, Eliyakim; And Others

The Ulpan for Hebrew Language Instruction.

PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Acculturation; Adult Education; Classroom Techniques; *Collective Settlements; Curriculum Design; Difficulty Level; Educational Objectives; Foreign Countries; *Hebrew; *Immigrants; Inplant Programs; *Judaism; Languages for Special Purposes; National Programs; Referral; Religious Education; *State Standards; Statewide Planning; Uncommonly Taught Languages; Youth
IDENTIFIERS- *Israel; *Ulpan Method

The guide outlines the design and content of Hebrew language schools (ulpanim) for immigrants in Israel. In addition to teaching the fundamentals of the Hebrew language, these schools introduce immigrants to the basic values of Judaism, the Jewish people, and the land of Israel. Introductory sections offer a brief history of ulpanim since 1949 and an overview of their objectives. Some basic methodological principles are outlined, including emphasis on cultural context, student needs, linguistic progression, unit of study, and emphasis on skills and application. Seven forms in which instruction is provided are described: primary; study in the kibbutzim; short courses; advanced courses; Hebrew for specific purposes (civil servants, vocational/professional language use, retraining of college-educated immigrants, Hebrew for conversion); work schools for young people without families; and programs operating in workplaces. A final section lists the sources of referrals to ulpanim, when necessary. (MSE)

ED 383 226 FL 023 072

Agrelo-Gonzalez, Maria; And Others
Oral Assessment Kit, Levels II & III. Draft.

PUB DATE- 5 Nov 92
NOTE- 78p.; For Level I, see FL 023 071. Some pages contain toner marks and filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Secondary Education; *Language Tests; *Oral Language; Second Language Instruction; *Second Languages; Speech Skills; Student Evaluation; Testing; *Verbal Tests
IDENTIFIERS- Columbus Public Schools OH

The assessment packet includes a series of oral tests to help develop speaking as an integral part of second language instruction at levels II and III. It contains: 8 mini-tests for use at level II; 9 mini-tests for use at level III; a rating scale and score sheet masters for evaluating performance on these tests; and a collection of suggested speaking activities to enliven classroom interaction. Visuals for the tests are included. For the most part, tests are not language-specific, and are presented in English. An introductory section offers general and specific strategies for test administration and suggested scoring procedures. (MSE)

ED 382 774 CE 068 824

Werner, Evelyn C., Comp.; Harmon, Cheryl M., Comp.
Commonwealth of Pennsylvania Adult Education Section 353 Special Demonstration Projects. Project Abstracts for the Fiscal Year 1993-1994.

PUB DATE- 94
NOTE- 178p.; For the 1992-93 abstracts, see ED 367 870.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Students; Classroom Techniques; Correctional Education; *Demonstration Programs; *Literacy Education; Mathematics Instruction; Outcomes of Education; Program Descriptions; Program Effectiveness; *Program Implementation; Reading Instruction; State Programs; Teaching Methods; Tutoring; Tutors
IDENTIFIERS- *353 Project; Pennsylvania

This book contains 90 one-page project abstracts for adult basic education (ABE) in Pennsylvania. Each abstract contains the following information: project director's name, address and telephone number; products produced by the project; descriptors; and purpose, procedures, and summary of findings of the project. Projects are indexed by topics (descriptors), by director, and by agency. Some of the topics covered by the projects are as follows: administration, bibliographies, assessment, career guidance, cooperative learning, correctional education, curriculum, daily living skills, dissemination, English and a Second Language, family literacy, high school equivalency tests, language arts, mathematics, older adults, recruitment and retention of students, research, science, special needs, staff development, technology, thinking skills, tutoring, and workplace literacy. (KC)

ED 382 850 CE 068 992

Workplace Literacy: Employment Issues for the Adult Learner with Learning Disabilities.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Students; Basic Skills; Job Skills; Job Training; *Learning Disabilities; *Literacy Education; Program Effectiveness; Reading Difficulties; Skill Development
IDENTIFIERS- *Workplace Literacy

This special topic issues focuses on workplace literacy. "Literacy Practices in Today's Workplace" (Larry Mikulecky) provides a picture of demands and practices in workplace literacy. "Workplace Literacy Skills: Making Reading Work for Work" (Esther Minskoff) advocates use of contextual instruction and offers guidelines for providing workplace literacy instruction for adults with reading disabilities. "Joint Efforts in Training" (Janie Carter, Patti Maher) addresses working with learning disabilities in workplace literacy programs. "The Connection between Learning Culture and Learning Disabilities" (Nancie Payne) focuses on identifying an individual's learning style and aligning it with the workplace learning culture. "Moving toward Better Skills Development in Entry-Level Positions" (Robin J. Koch, Nancie Payne) looks at developing critical skills other than the fundamental ones--reading, writing, spelling, and mathematics--in entry-level workers. "The Missing LINK: Multisensory/Multimotor Training for Workforce Literacy" (Chris McFadden) discusses the key elements that contribute to the success of work force literacy programs. "You Can't 'Fake It' in the Real World" (Chris Lee) describes how an individual deals with his learning disability during day-to-day activities. "Brenda's TIPs on Workplace Literacy" is the story of Brenda Sweigart-Guist's success in improving her reading and math skills through Tyson's Improvement Program (TIP). Other contents include a list of 11 selected readings and a list of 6 organizational resources. (YLB)

ED 382 930 CS 012 141

Learning Partners: Let's Read!
PUB DATE- 95
NOTE- 3p.; For a fact sheet on writing, see CS 214 858.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; *Parent Child Relationship; *Parents as Teachers; Poetry; *Reading Aloud to Others; *Reading Readiness
IDENTIFIERS- *Emergent Literacy; Reading Motivation; Repeated Readings

Noting that parents can open a door to a big, exciting world whe they help their children learn to read, this information sheet lists some things parents can do to encourage their children to read and presents a series of reading activities. The information sheet notes that parents can: (1) read aloud to their children; (2) read poems aloud; (3) point to words as they read; (4) listen to their children read homework; (5) go to the library with their children; (6) have reading materials around the house; (7) encourage older children to read to younger children; and (8) help experienced readers talk and write about what they read. The information sheet presents three activities for young children involving reading over and over again, two activities for beginning readers to make sense of sounds, and three activities for more advanced readers to read together. (RS)

ED 383 105 EA 026 763

Sidener, Rosann P.
Site-Based Management/Shared Decision-Making: A View through the Lens of Organizational Culture.
PUB DATE- Apr 95
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; *Decision Making; Educational Change; Elementary Secondary Education; *Organizational Change; Organizational Climate; Organizational Development; *Participative Decision Making; Program Effectiveness; *School Based Management; *School Restructuring

This paper presents findings of a study that examined the efforts of one Dade County, Florida, high school to use site-based management/shared decision making (SBM/SDM) over a 7-year period. The study examined participants' beliefs about the distribution of authority, the nature of work, and conceptions of learning and compared those beliefs with the outcomes of the project. Data were collected through document analysis, observation, teacher surveys, and interviews with 38 individuals--council members, the principal and assistant principals, the guidance counselor, and district-level administrators. A conclusion is that restructuring requires a change in the organizational culture--a shift in the core beliefs and assumptions of an organization's members. Restructuring entails a shift to a flattened hierarchy, collaborative work patterns, and a view of learners as active constructors of knowledge. The high school's early successes and subsequent failures provide some lessons for districts and schools that plan to use SBM/SDM as a restructuring initiative: (1) clearly define new roles of participants at every level, including parents and students; (2) focus the principalship on the demonstration of facilitative leadership; (3) infuse the SBM philosophy throughout the district; (4) consider the process as a training ground for new facilitative leaders; (5) provide consistency over several years; (6) provide teachers with time and ongoing assistance; (7) build in a structural process for renewal; and (8) recognize the fine line between providing structure and encouraging participant ownership. Eight tables are included. The appendices contain survey results and figures of the restructuring model and organizational structure. (LMI)

ED 383 124 EC 303 935

King-Debaun, Pati
Merging Whole Language and Technology: Strategies for Children with Severe Disabilities.
PUB DATE- 5 Apr 95
NOTE- 9p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Augmentative and Alternative Communication; Communication Aids (for Disabled); *Communication Disorders; *Computer Oriented Programs; Early Childhood Education; Language Acquisition; Literacy Education; Microcomputers; Physical Disabilities; Reading Material Selection; *Severe Disabilities; *Speech Impairments; Teaching Methods; *Whole Language Approach

Incorporating augmentative and alternative communication (AAC) systems and microcomputers into whole language learning activities for children with severe physical and speech impairments is discussed. Six typical strategies of whole language programs are reviewed. Ways to provide students with severe disabilities access to these programs are considered, such as aided language stimulation, a total communication environment, and repeated reading opportunities. Specific activities using AAC systems and microcomputers are suggested for students at the preschool, kindergarten, and first grade levels. Titles of instructional materials and software and their publishers are included. A form for identifying books that promote beginning communication and language learning concludes the paper. (Contains 21 references.) (SW)

ED 383 205 FL 023 005

Gilroy, Marie

An Investigation into Teachers' Attitudes to Using Literature in the Language Classroom.

PUB DATE- 95
NOTE- 19p.; For complete volume, see FL 023 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; Educational Needs; *English (Second Language); Foreign Countries; Higher Education; Interviews; Language Research; Linguistic Theory; *Literature Appreciation; Native Speakers; Second Language Instruction; *Surveys; *Teacher Attitudes; Teacher Education; Teaching Skills
IDENTIFIERS- University of Edinburgh (Scotland)

This study investigated the thoughts and feelings of teachers of English as a Second Language (ESL) concerning use of literature appreciation as a strategy for second language teaching. Subjects were 20 native-English-speaking teachers of a variety of courses at the University of Edinburgh (Scotland) Institute for Applied Language Studies. In interviews, the teachers were asked what background knowledge, skills, and qualities are required to exploit this resource effectively, and whether any specialized training in the teaching of literature is needed. Results show that while many of the teachers did not feel the need for a specialized course in literature for ESL, most would welcome more background knowledge to increase their confidence in handling literary texts. The report examines reasons for this and concludes with some suggestions for teacher development in this area. (Contains 11 references.) (MSE)

ED 382 870 CE 069 051

Gammage, Anne

Social Indicators of Literacy Needs. A Project To Examine Literacy Needs of Northwestern Ontario Member Communities. Report.

SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- 5 Sep 92
NOTE- 262p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Adult Basic Education; Basic Skills; *Canada Natives; *Educational Needs; Educational Research; Foreign Countries; *Literacy Education; Needs Assessment; *Social Indicators
IDENTIFIERS- *Ontario (Northwest)

A pilot project developed a survey of social indicators of literacy within the Northwest region of Ontario, Canada. The project aimed to identify the following: social, economic, and cultural characteristics of the region; ways that local service providers were responding to them; and successes, gaps, and unmet challenges in literacy provision. Of 235 surveys sent to a reputational sample, 119 were returned. Fifty-four percent of respondents expressed the need for literacy programs in their communities and programming was needed for aboriginal groups. Situational barriers, such as lack of transportation and child care, were the most frequently cited barriers to learning. The following reasons were cited for existing literacy programs not meeting local needs: waiting lists, lack of funding, irrelevant material, and need for programming in remote, rural areas. Common gaps in services were identified: lack of enough early intervention, lack of programming for special needs population groups, gaps in services to outlying areas, lack of variety of programs in small communities, and lack of awareness/information of other programs. The future issues cited most often revolved around marketing of programs. Recommendations included elimination of barriers and improved access, advocacy, expanded funding, and improved referral systems. (Appendixes include 59 endnotes, 25-item bibliography, survey, and reports for 11 communities. Each report consists of three sections: community profile, observations, and community survey results.) (YLB)

ED 383 009 CS 508 916

Gaziano, Cecilie
A Twenty-Five-Year Review of Knowledge Gap Research.

PUB DATE- May 95
NOTE- 33p.; Paper presented at the Annual Conference of the American Association for Public Opinion Research (50th, Fort Lauderdale, FL, May 21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Measures; Higher Education; Literature Reviews; *Mass Media Effects; *Mass Media Role; Mass Media Use; *Media Research; Public Opinion
IDENTIFIERS- *Knowledge Gap Hypothesis; Research Suggestions

Evidence from 34 studies published since a 1983 review of 58 earlier studies underscores knowledge inequalities as an enduring phenomenon and emphasizes that interest in the knowledge gap phenomenon is accelerating. All 10 studies which varied "media publicity" supported the hypothesis. Eleven of 12 studies which varied some aspect of "media use" found knowledge gaps. Only a fraction of these studies varied media publicity and measured gaps at more than one time, which provides the best test of the classic knowledge gap hypothesis. Despite a multitude of findings on knowledge disparities, conditions under which changes in gaps occur still are not well documented. Twenty-two findings from 12 recent reports provide conflicting pictures. Without more measurements, better research designs, improved conceptualizations of the phenomenon and contingent conditions, and consistent attention to variation in mass media publicity, social scientists cannot hope to understand knowledge gap phenomena and address their implications. Since evidence for knowledge gaps is so abundant, future concentration on behavior gaps, value gaps, attitude gaps, may be more fruitful in improving the results of information campaigns, especially those concerning health and public affairs topics. (Contains 93 references, 6 notes, and 3 tables of data.) (RS)

ED 383 028 CS 508 938

Neff, Bonita Dostal
Emerging Public Relations in the Commonwealth of Independent States: An Academic Perspective.

PUB DATE- 29 May 93
NOTE- 11p.; Paper presented at the Annual Meeting of the International Communication Association (43rd, Washington, DC, May 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Differences; Foreign Countries; Higher Education; Intercultural Communication; Multicultural Education; Professional Training; *Public Relations
IDENTIFIERS- *Commonwealth of Independent States; Internationalism; International Public Relations; *Russia

Public relations may be emerging in the Commonwealth of Independent States (CIS), but the preparedness of public relations professionals in the United States is minimal. In a review of the status of intercultural exchange, three levels were examined in terms of the public relations situations: (1) opportunity for cultures to make contact; (2) the understanding of face-to-face assumptions; and (3) the opportunities for training. Although the CIS (formerly Russia) has moved toward more openness, the unstable economic climate is not conducive to frequent contacts. Also, knowledge of CIS culture is minimal. Very few public relations students and professionals have a background in multicultural and/or international aspects--a national survey of curriculum revealed few courses offered. Textbooks, whether in public relations or international and multicultural areas simply do not cover Russian culture. The training for the skills needed to work in the CIS culture is relatively nonexistent. Public relations professionals and students need to acknowledge the rapidly changing world and move toward a more proactive stance on international and multicultural training. (Contains 16 references and a figure illustrating comparative differences among cultures.) (Author/RS)

ED 383 048 EA 026 622

Sielke, Catherine C.
Budgetary Decision-Making: Is It Rational, Incremental or Garbage Can?
PUB DATE- Feb 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 10-13, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Budgeting; Budgets; *Decision Making; Educational Economics; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Fiscal Capacity; Resource Allocation; School District Spending; *School District Wealth; School Funds; State School District Relationship

Throughout its history, the property tax has remained a reliable source of revenue for operating schools and providing other local government services. However, differences in property wealth of school districts have created disparities in dollars available to fund educational programs. This paper presents findings of a study that examined the differences in budgetary decision making in school districts of varying wealth and varying certainty of wealth. Three theories of decision making were used to set criteria for evaluating budget decisions--rational, incremental, and "garbage can." A 2 X 2 matrix that related wealth to certainty of that wealth was developed. Four Michigan school districts were selected, based on Michigan Department of Education data, each of which represented one of the cells in the matrix. The districts included: (1) a wealthy district with certainty of wealth; (2) a wealthy district with uncertainty of wealth; (3) a less wealthy district with certainty of wealth; and (4) a less wealthy district with uncertainty of wealth. Findings indicate that certainty of wealth had more impact on school-district budgetary decision making than the amount of wealth. In wealth-certain districts, decision makers used rational processes, linking organizational goals to decision making. The decision-making process in these districts was characterized by shared goals, open and inclusive process, clear lines of authority and expectations, and high levels of trust and satisfaction. Districts with uncertain wealth utilized garbage-can decision making. An implication is that policymakers must also consider the issue of revenue certainty. They should make funding and resource-allocation decisions well in advance of the new fiscal year. Two figures are included. (LMI)

ED 383 068   EA 026 721

Batsis, Thomas M.
Crisis Management in Catholic Schools.
PUB DATE- 94
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Catholic Educators; Catholic Schools; Counseling; *Crisis Intervention; Elementary Secondary Education; *Emergency Programs; Leadership; Natural Disasters; Prevention; Principals; School Administration; *School Safety; Services; Violence

The way in which a school community deals with a crisis situation is a test of its sense of community. This guidebook, intended for Catholic-school principals, presents a detailed plan to help schools establish crisis-management teams and offers directions for their operation. Chapter 1 presents an overview of crisis management and focuses on how this concept differs in Catholic schools and public schools. Chapter 2 offers suggestions for developing a crisis-management team within a school. The third chapter focuses on a systematic plan for assessing the level of crisis, involving the team in a process that allows them to develop a more intimate knowledge of the school site and buildings. Team training and preparing for crisis response are discussed in the fourth chapter. The role of the principal in developing the team and working with the team during an actual crisis is the focus of chapter 5. Chapter 6 provides suggestions for training and crisis management from the teacher's perspective. The seventh chapter considers how the faith dimension serves as a resource during times of crisis, which can help students deal with a crisis event. Chapter 8 offers suggestions and a rationale for incorporating mental health professionals in a coordinated crisis-response program. Tips for dealing with parents are offered in chapter 9. Chapter 10 examines the role played by the priest/pastor during a school-related emergency, and chapter 11 summarizes the themes of the book. Appendices contain an outline for developing a crisis-team response manual, a sample agenda for a crisis-team workshop, and a series of practice simulations. A brief annotated bibliography is included. (LMI)

ED 383 145 EC 303 969

Heimann, Mikael; And Others

On the Effect of Multimedia Computer Programs: Gains Made by Children with Autism in Reading, Motivation, and Communication Skills.

SPONS. AGENCY- Swedish Council for Social Science Research, Stockholm.

PUB DATE- Mar 95

NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995). Research also suggested by a grant from the First of May Flower Annual Campaign for Children's Health.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Autism; Communication Skills; *Computer Assisted Instruction; Educational Media; Educational Technology; Elementary Secondary Education; Foreign Countries; Instructional Material Evaluation; *Interactive Video; Language Acquisition; *Language Impairments; Media Adaptation; *Multimedia Instruction

IDENTIFIERS- Sweden

An interactive multimedia program to facilitate the acquisition of reading, writing, and overall communication skills in children with significant language delays was developed and evaluated in Sweden with two studies. Participating in the first study were 11 children (ages 6 to 13) with autism, 9 children (mean age 13) with mixed disabilities, and 10 normal pre-school children (mean age 6). The software used (Alpha Interactive Language Series/Gator Super Sentences) was constructed to facilitate language learning through multichannel feedback (voice, animation, and video). In the second study, 11 children (ages 4 to 11) with autism used a Swedish version of the software, DeltaMessages. This software allows for adjustment to individual learning needs and the combining of various language modes. Both studies unambiguously demonstrated that an interactive microcomputer learning environment facilitated language learning for children with autism. Verbal exchanges and positive feelings related to the learning situation were also observed. (DB)

ED 383 164 FL 022 515

Mahoney, Jane; Crofut, Anni

A Study on Gender and Language: Conventions of Perception and Use in a Graduate Setting.

PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cartoons; *Chi Square; Data Analysis; Decision Making; English; Feedback; Graduate Students; Higher Education; Language Role; *Language Usage; Native Speakers; Research Methodology; *Sex Differences; Sex Role; *Sex Stereotypes; Statistical Analysis; Tables (Data)
IDENTIFIERS- Monterey Institute of International Studies CA

This study examined the stereotypes held by American native English-speaking students at the Monterey Institute of International Studies (MIIS) about gender and language. Captions from 14 cartoons in 1993 issues of "The New Yorker" magazine were used to elicit subjects' stereotypes. The issue of whether there would be a difference between male and female subjects with respect to the frequency with which they assigned a particular gender to the speaker of each caption was researched, as well as the reasons they gave for their decision to assign a particular gender to the speakers. Only those cartoons in which there were two adult characters and one line of speech were used. Using a two-way Chi-square, the researchers analyzed feedback from the subjects (n=20) based on a form on which the cartoon captions were listed. The subject responses were also analyzed in terms of the reasons that they gave for assigning a particular gender to each caption. In only one case was a statistically significant difference found for the frequency with which subjects assigned a particular gender to the speaker of a given caption. Some stereotypes held by both men and women about the way different genders use language were unexpected. Appended is the test instrument, chi-square calculations on frequency of gender, choice of speaker, and speaker choices. (Contains 11 references.) (CK)

ED 383 185 FL 022 971

Laurier, Michel D.; Chung How, Mee Lian
The Use of Verbal Protocols To Validate an Adaptive Test.
PUB DATE- Mar 95
NOTE- 15p.; Paper presented at the Annual Language Testing Research Colloquium (Long Beach, CA, March 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Advanced Placement; *Computer Assisted Testing; Foreign Countries; *French; Higher Education; *Language Tests; *Oral Language; Screening Tests; Student Evaluation; Testing; *Test Validity

This paper presents the validation of an adaptive test developed for placement purposes in French at the post-secondary level, the French CAPT. Results from a second experiment are presented in which verbal protocols were obtained from nine college students of various levels with the thinking-aloud technique used during completion of the exam. The 4-part test includes a paragraph reading section with a comprehensive question about each paragraph, a situation reading section with grammatical statement selection, a sentence gap section, and a semi-authentic dialogue with questions section. A 5th part, under development, will use a graded-response model for self-assessment of ability. All questions are multiple choice; items in the first three parts have been calibrated with a IRT 3-parameter model. Administration of the French CAPT is similar to other computerized adaptive tests and uses a stradaptive algorithm, programmed for the selection of items. Findings indicate that perception of difficulty varied considerably, specifically regarding subjective vs objective difficulty. It is concluded that this use of verbal protocols evidenced no effect due to presentation mode and the use of appropriate desired mental processes during the test. (Contains 27 references.) (NAV)

ED 382 812 CE 068 910

Curnow, Barry; And Others
Third Age Careers: Meeting the Corporate Challenge.

PUB DATE- 94
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Age Discrimination; Career Change; Career Choice; Career Development; *Career Planning; Consultants; Corporations; Dislocated Workers; *Early Retirement; *Midlife Transitions; Older Adults; *Preretirement Education; Professional Development; *Retirement Benefits

According to this book, the world of work is changing to a future in which the 40-hour work week is obsolete. Many corporations are reducing core staff but are slow to grapple with the associated problems, such as how to motivate employees who will be retiring in a few years and how to make use of ex-employees on a consultancy basis. The book suggests how to turn the demographic challenge of employees with many productive years left after they are no longer needed full time (the "third age") into an opportunity to achieve high levels of cost-effectiveness through flexible resourcing, to the benefit of both the individuals and the organizations involved. The book is organized in two parts. The eight chapters of the first part set the context for third-age transitions; they discuss the following topics: organizations and the third age, the prospect of retirement, individuals and the third age, policy implications, managing career transitions, the Skillbase concept, and the future. The eight chapters of the second part present eight case studies of third-age transition in action in the following companies in Europe: Guinness, Kleinwort Benson, Shell, BT, IBM, Ford, and Marks and Spencer. The book includes two appendixes (the story of Future Perfect, a third-age consulting firm, and an age and employment statement), a list of 11 references, and a list of 20 recommended readings. (KC)

ED 382 889 CG 026 209

Fire Safety for Retired Adults: Participant's Coursebook.
SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- 93
NOTE- 27p.; Produced for the National Fire Safety Certification System for the Elderly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Accident Prevention; Alarm Systems; Emergency Programs; *Fire Protection; *Fire Science Education; *Older Adults; Safety; *Safety Education
IDENTIFIERS- Fire Drills; Fires; *Fire Safety Education; Smoke Detectors

The risk of dying from fire increases substantially among older adults. This document contains a collection of fire safety information for elderly people. Information includes procedures to follow in case of fire and early warning technologies such as smoke alarms. The booklet describes potential sources of fires (smoking, home heating, kitchens, electrical hazards, home appliances, barbecue grills) and how the elderly person can reduce the risks of fires. Also presented are tips on developing a home fire-safety plan. (JE)

ED 383 087 EA 026 741

Shapiro, Arthur S.; Burley, W. Wade
Changing the Culture of a School: A Supervisory Strategy
Restructuring a Dysfunctional Junior High School into a Model
Middle School.
PUB DATE- 5 Nov 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Council
of Professors of Instructional Supervision (New York, NY,
November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Change Strategies;
*Educational Change; Educational Planning; Intermediate Grades;
Junior High Schools; *Middle Schools; *Organizational Change;
*Organizational Development; *Teacher Attitudes

This paper describes the process through which a troubled junior high school transformed itself into a model middle school. Teachers and administrators used the organizational mapping strategy (Shapiro 1991) to examine and reconstruct their beliefs, perceptions, and organizational traditions. The organizational-mapping strategy generates a professional frame of reference in which objective and rational discussion of purposes, practices, and behaviors occurs. The process involves searching for key issues and concerns, drawing conclusions and implications from these perceptions, looking for underlying themes, and developing potential lines of action/initiatives. The process resulted in increased teacher and administrator satisfaction (as measured by attitude surveys conducted from 1988 to 1991), low faculty turnover, a general increase in student satisfaction, decentralized administrative roles leading to efficiency and effectiveness, an enhanced sense of efficacy for administrators and teachers, and increased faculty commitment to change programs. Appendices contain the questionnaire used to identify concerns and data from student and staff surveys. Two figures and one table are included. Attached are survey results. Contains 14 references. (LMI)

ED 383 227 FL 023 073

Rosenbusch, Marcia H.

Guidelines for Starting an Elementary School Foreign Language
Program. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071),Guides/Methods/Techniques
(For Practitioners) - Non-Classroom Use (For Administrative and
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Elementary School Curriculum;
*FLES; *Language Fluency; *Program Design; *Program
Development; Scheduling; Second Language Instruction; Second
Language Learning; *Second Language Programs
IDENTIFIERS- ERIC Digests

This digest provides useful information on starting an elementary school foreign language (FLES) program. Individual sections address the following: (1) cautions in planning a FLES program; (2) initiating the planning process; (3) designing the program, with special attention given to scheduling and language choice; (4) programs that lead to high levels of language fluency; and (5) determining program feasibility. (Contains 10 references.) (VWL)

ED 382 775 CE 068 827

Silverman, Gene; And Others
Long Island Workplace Literacy Program. Final Performance Report and Final Evaluation Report.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Mar 95
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Cooperative Programs; Employer Employee Relationship; Institutional Cooperation; *Literacy Education; Program Effectiveness; Program Implementation
IDENTIFIERS- *Workplace Literacy

The Long Island Workplace Literacy Partnership was established to provide workplace literacy programs for adult workers with inadequate reading, mathematics, communication, English language, and decision-making skills. Four corporations cooperated with the Board of Cooperative Educational Services of Nassau County in the project. The service delivery model was open ended and individualized, allowing for continuous enrollment, ongoing assessment, and ongoing placement. An individualized approach was used with students, instructional materials were workplace-specific, and instructors worked closely with students' supervisors to obtain input leading to program improvement. During the program, 294 adults were trained, curriculum was developed, products were disseminated, and the company partners demonstrated continuing commitment to the program. All project objectives were met except for provision of career counseling and other support services, which was deemed not feasible for the project. An outside evaluator noted the program's extensive successes. (Extensive appendixes to the project report include the following: a supervisor interview worksheet, a student interview form, a sample individual learning plan, forms for teacher and supervisor meetings, sample materials, staff training activities, a statewide conference presentation, job sheets, task sheets, checklists, and third-party evaluation.) (KC)

ED 382 794 CE 068 865

Bergman, Terri

Basic Workplace Skills: The Foundation for Productivity Improvement. Workforce Brief #4.

SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- 95
NOTE- 5p.; Product of the National Workforce Assistance Collaborative.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Basic Skills; *Educational Benefits; Educational Needs; *Education Work Relationship; Financial Support; Labor Force Development; *Literacy Education; *Productivity; Program Development
IDENTIFIERS- *Workplace Literacy

Studies have confirmed that there is a strong correlation between employees' levels of basic workplace skills and their productivity in the workplace. Programs to build basic workplace skills have been shown to yield the following positive results: more instances of employees using reading and writing on the job, higher employee participation in meetings, employees asking more questions and making more suggestions at work, improvements in job attendance and safety, and significant gains in supervisory ratings. Research has also established that basic skills programs also enhance firms' ability to undertake more comprehensive improvement strategies.

Estimates of the percentage of current workers with low levels of basic workplace skills range from 20%-40%. Companies interested in developing basic workplace skills programs can obtain help from the following sources: community colleges, adult education centers in school districts, nonprofit community-based organizations, for-profit training firms, and volunteer basic skills programs. Financial assistance may be available to companies in the form of federal/state grants, tax credits, or cost sharing arrangements with unions. Many community colleges and volunteer organizations charge only a portion of the costs associated with developing and delivering programs. The National Workforce Assistance Collaborative offers several tools to help companies start basic skills programs. (MN)

ED 382 831 CE 068 953

Central Services PREP (A Curriculum for Sterilization Technicians in the Workplace). Final Report.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Biomedical Equipment; *Curriculum Development; Entry Workers; *Equipment Maintenance; *Hospital Personnel; *Literacy Education
IDENTIFIERS- 353 Project; *Sterilization; *Workplace Literacy

A workplace literacy curriculum for entry-level hospital workers who sterilize medical equipment for doctors and nurses was developed, tested, and published in Harrisburg, Pennsylvania. An assessment was conducted to identify the needs of the hospital's management and the literacy skills needed by its central services prep department, and available instructional materials were reviewed and evaluated. A curriculum was then designed and written. The curriculum included lessons on the following topics: microbiology, soaps and detergents, procedures for cleaning patient supplies, procedures for cleaning machines, packaging, safety, general biology, and infection. Each lesson was developed to be self-contained. A pretest/posttest was also developed to help instructors identify employees requiring help in developing their work-specific vocabulary. Because the hospital could not release workers for a structured class, the lessons had to be presented to and reviewed by individual students who had attended the hospital's adult basic education/General Educational Development classes. The lessons were modified based on the feedback received. (MN)

ED 382 851 CE 068 993

Adult Learning and Literacy Clearinghouse Fact Sheets.

PUB DATE- 95
NOTE- 30p.; Fact sheets numbered 1, 2, 11, 13, and 15 are no longer available. Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; Correctional Education; Demonstration Programs; *Disabilities; Family Environment; Family Relationship; Federal Programs; High School Equivalency Programs; *Homeless People; Job Skills; Limited English Speaking; *Literacy Education; Older Adults; Teacher Education; Volunteers
IDENTIFIERS- *Family Literacy; *Workplace Literacy

This compilation contains 14 fact sheets published by the Adult Learning & Literacy Clearinghouse. It includes an unnumbered fact sheet from January and these numbers from February: 0, 3-10, 12, 14, 16, and 17. Topics are as follows: the Even Start Family Literacy Program, Federal Adult Education and Literacy Program; adult education for limited English proficient adults; literacy; volunteerism; the Division of Adult Education and Literacy (DAEL) Clearinghouse; literacy education for older adults; special demonstration and teacher training projects; adult basic education programs for adults with disabilities; correctional education; adult secondary education; family literacy; workplace literacy; and adult education for the homeless. Each fact sheet provides basic information on the topic and lists contacts or sources of additional information. (YLB)

ED 382 910 CG 026 251

Boyd, Rossana R.; Tashakkori, Abbas

A Comparison of the Hispanic Dropout and Non-Dropout between the 8th and 10th Grades.

PUB DATE- Nov 94

NOTE- 14p.; Paper presented at the Annual Meeting of the Midsouth Educational Research Association (Nashville, TN, November 9-12, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Academic Failure; Adolescents; At Risk Persons; *Dropout Attitudes; *Dropout Characteristics; *Dropouts; Grade 8; Grade 10; *High Risk Students; *Hispanic Americans; Longitudinal Studies; Potential Dropouts; Secondary Education; Student Attrition; Withdrawal (Education)

IDENTIFIERS- *Hispanic American Students

Recent census figures indicate that, compared to all races and ethnic groups, Hispanic students had the lowest rate of graduation from high school. This article explores possible predictors of dropout among Hispanic youth by comparing the Hispanic youth who dropped out of school between the 8th and 10th grade with those who continued. Data for the study came from the base year (1988) and the first follow-up (1990) of the National Longitudinal Study of Eighth Graders. Out of almost 25,000 8th graders tested in 1988, 3,171 were identified as Hispanic. In addition to performance on standardized achievement tests, a variety of individual, school, and family-level variables were also available. Preliminary descriptive analyses indicated that the dropout sample was different from the rest of the Hispanic youth in their attitudes towards school while in the 8th grade. The dropout sample also featured a lowered sense of efficacy, lower self-esteem, and lower educational aspirations in the 8th grade than did continuing students. They also felt less safe at school. Likewise, the dropout sample had lower scores on standardized tests. It is recommended that opportunities be provided for creating positive self-perceptions in minority youth, especially in academic areas. (RJM)

ED 382 952 CS 214 830

Charles, Jim

American Indian Literature Appropriate for Secondary and Middle-Level Students.

PUB DATE- 18 Mar 95
NOTE- 15p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Minneapolis, MN, March 16-18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; *American Indian Literature; American Indians; *Autobiographies; Instructional Innovation; Literature Appreciation; Middle Schools; Oral Tradition; Secondary Education; *Story Telling; Student Needs
IDENTIFIERS- *Oral Literature; Response to Literature; Yaqui

American Indian literature deserves a more prominent place in the English language arts curriculum. Oral literature of American Indians includes didactic stories, told to maintain tribal mores and value systems; it also includes humorous and entertaining stories, as well as histories of various American Indian peoples. Anthropologists and folklorists have collected and published numerous volumes of American Indian oral literature. The work of Larry Evers and Felipe Molina is an outstanding example of a new approach to anthropology and folklore. They transcribe Yaqui Deer Song texts into written Yaqui and then into English. Their commentaries guide readers and enhance appreciation of the form and meaning of the texts as song-poems. In addition to the well-established American Indian poets such as N. Scott Momaday, James Welch, Leslie Marmon Silko, and Carter Revard, a growing number of younger American Indian poets have received critical attention and acclaim, such as Joy Harjo (Creek), Ray A. Young Bear (Mesquaki). Duane Niatum (Klallum), William Oandasan (Yuki), Wendy Rose (Hopi/Miwok), and Paula Gunn Allen (Laguna/Sioux). Many "as told to" autobiographies of American Indian men and women have enjoyed critical and popular success such as John Lame Deer and Richard Erdoes' "Lame Deer: Seeker of Visions" and Helen Sekaquaptewa and Louise Udall's "Me and Mine." Examples of this literature illustrate how it speaks directly to students; it can spark in students connections and response. (Contains 26 references.) (TB)

ED 382 970 CS 214 852

Hunter, Linda
Reexamining Writing Requirements across the Curriculum:
Assignments and Assumptions.
PUB DATE- Mar 95
NOTE- 8p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Minneapolis, MN, March 16-18, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Ethnography; Higher Education; *Student Attitudes; *Writing Across the Curriculum; Writing Assignments; *Writing Attitudes; *Writing Processes; Writing Research
IDENTIFIERS- Saint Olaf College MN

A four-year ethnographic study was conducted at St. Olaf College and examined six assumptions about student attitudes toward writing. The study, involving administration of the Writers Block instrument, writing samples, and several interviews with three students over their 4 years in college, evaluated the following assumptions: (1) that once students learn the value of writing and revising, they will do it; (2) that emphasis on the process is more likely to produce the instructor's definition of good writing; (3) that revision is the site for growth in writing and learning; (4) that students will improve at identifying the rhetorical situation; (5) that students' confidence and competence will grow over time and practice; and (6) that students will come to find writing satisfying as they are successful. Several of the assumptions did not hold up to scrutiny from the perspective of these students' behavior. Preliminary conclusions suggest that in the face of student pragmatism, faculty will need to ask themselves what their goals are for students in their courses. Do they want students to learn to examine issues and data in the same analytical, inquiring mode they do, or are they more interested in having them look up information and produce "correct" academic writing. If the thought process is more important, then instructors need to look at what types of assignments are most effective. (TB)

ED 382 991 CS 214 878

Papay, Twila Yates
The Best of Where We're Going: The Writing Center as Metaphor of the Community of English Studies.

PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the College English Association (Buffalo, NY, April 5-7, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Pluralism; Discourse Modes; Group Dynamics; *Group Guidance; Higher Education; Metaphors; Student Needs; Tutorial Programs; *Tutoring; *Tutors; Undergraduate Students; Writing (Composition); Writing Attitudes; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Rollins College FL

The head of the writing center at Rollins College, in an attempt to develop a metaphor for the writing center turned to peer writing consultants. Their suggested metaphors structure an essay about what a writing center should be: a community of consultants and clients working together, respectful of diversity, originality, tolerant of differences. What is a writing center after all, if not the ultimate illustration of that democratic diversity that scholars so value in literature and composition studies? The peer tutors themselves represent a wide range of disciplines, skills, and talents; a melting pot of the best the institution can offer. Moreover, the training and experience with clients give tutors a healthy sense of ownership, making them responsible for the center and responsive to campus needs. Their own take-over, then, speeds the democratization of literacy as they interact with fellow students to create widening circles of support for writing, reading, and responding. A further goal of peer training is to make the tutors professionals--they read scholarship, conduct their own research, and even participate in the evolution of courses. The colleagues at the writing center are also engaged in a human endeavor; the strength of their discipline lies in its interactive character. (TB)

ED 383 206 FL 023 006

Goertzen, Philip; Howard, Ron
Creating Multimedia Courseware for ESP.
PUB DATE- 95
NOTE- 11p.; For complete volume, see FL 023 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080)
DESCRIPTORS- Authoring Aids (Programming); *Clinical Diagnosis; *Computer Software Development; *Courseware; *English for Special Purposes; Foreign Countries; Higher Education; Language Research; Linguistic Theory; *Medical Education; *Multimedia Instruction; Physical Examinations; Second Language Instruction

This report details the development of computer software to teach English-as-a-Second-Language skills for medical diagnosis. Design of a prototype unit of multimedia materials using a common authoring tool required about 300 hours of work over a period of 9 months. The report describes the overall design of the courseware, hardware used, stages of development (preliminary planning, choice of authoring software, structuring and creation of the activity, graphics and sound, programming), planned improvements, problems and issues encountered, piloting with five learners, and time requirements for software development. General issues that needed to be addressed during the process included: minimization of user anxiety; effective screen layout and color use; the format to be use to simulate doctor-patient interaction; the degree of freedom to give the learner in manipulating the materials; and efficient learner navigation through the materials. It is concluded that while creation of this program was time-consuming, much was learned and the development of additional courseware will be more efficient. (Contains 26 references.) (MSE)

ED 382 931 CS 012 142

Carbo, Marie; Cole, Robert W.
What Every Principal Should Know about Teaching Reading.
PUB DATE- Jan 95
NOTE- 5p.; Part 2 of this article published separately under title "Whole Language vs. Phonics", see CS 012 143.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Reading Achievement; Reading Habits; *Reading Improvement; *Reading Instruction
IDENTIFIERS- Educational Issues; *Reading Motivation

This article on what principals should know about reading addresses the issue of how to prepare students to become competent lifelong readers. It lays the foundation for bringing about high gains in reading motivation and achievement, and presents five basic premises and sets of recommendations for each premise. The premises are: (1) children learn from modeling; (2) it is natural for children to enjoy reading and to be motivated to read; (3) learning to read should be easy and fun; (4) good readers spend time practicing reading; and

(5) students need to be stretched with high-level reading materials. (RS)

ED 383 125 EC 303 936

Maryland Special Education Census Data, December 1, 1994.
PUB DATE- Feb 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Census Figures; *Disabilities; Elementary Secondary Education; *Enrollment Rate; Ethnic Groups; Preschool Education; *School Districts; Sex; *Special Education; Special Education Teachers; State Programs; *State Schools; State Surveys
IDENTIFIERS- *Maryland

Census data are presented for Maryland special education students (ages 3-21) as of December 1, 1994. Statistical data are reported on: percent of special education students by disability; the number of students in each disability category in state special schools and local education agencies (LEAs); the number of students receiving special education by age and disability; the number of students by intensity of disability and age for state schools and LEAs; the number and percent of students by gender for state schools and LEAS; the number and percent of students by race/ethnicity for state schools and LEAs; the number of enrollments for infant and toddler Part H programs (birth to age 3) by LEA; and the number of special education students, teachers, and aides by LEA. (SW)

ED 382 890 CG 026 210

Fire Safety in Nursing Facilities: Participant's Coursebook.

SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- 93
NOTE- 85p.; Produced for the National Fire Safety Certification System for the Elderly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Accident Prevention; Emergency Programs; *Fire Protection; *Fire Science Education; *Nursing Homes; *Older Adults; Safety; *Safety Education
IDENTIFIERS- Fire Drills; Fires; *Fire Safety Education

Fewer people die in nursing facility fires than in fires occurring in other places where older people live. Fire remains, however, a significant threat in nursing facilities. This book is centered around six "modules" that present a fire safety training program for managers and staff in nursing homes. These modules present the following information: (1) The Need for Fire Safety; (2) Fire Behavior; (3) Human Factors in Fire Safety; (4) Fire Emergency Planning; (5) Fire Hazards; and (6) Fire Safety Devices. Each module concludes with several multiple-choice questions which summarize content. The booklet concludes with a description of the goals and workings of the National Fire Safety Certification System. (JE)

ED 383 010 CS 508 917

Aust, Charles F.
Relationship-Enhancing Communication Skills in Prime-Time Family-Oriented Situation Comedies.
PUB DATE- Mar 92
NOTE- 20p.; Paper presented at the Meeting of the Southeastern Council on Family Relations/Alabama Council on Family Relations (Mobile, AL, March 25-27, 1992). For a related study, see ED 321 330.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; Content Analysis; *Family Relationship; Higher Education; *Interpersonal Communication; Popular Culture; *Skill Development; Television Research
IDENTIFIERS- *Prime Time Television; *Situation Comedies

Television situation comedies have been criticized for their portrayal of dysfunctional family behavior. An exploratory content analysis study assessed the extent of relationship-enhancing communication skills in family-oriented, prime-time situation comedies, a genre frequently targeted for both scorn and praise. Three episodes each of five shows at the top of the Nielsen ratings of fall 1990 ("The Cosby Show," "Major Dad," "Roseanne," "The Simpsons," and "Who's the Boss?") were analyzed for nine communication skills: courtesy, self-disclosure, affection, active listening, spending special time together, praise, setting limits, problem-solving, and teaching a skill or promoting insight. Findings showed that relationship-enhancing communication skills were significantly evident, with 1,169 instances portrayed in the 15 episodes analyzed. More than half of them consisted of courtesy and self-disclosure, with courtesy being the most frequently observed skill (312 times, or 26.7%), followed closely by self-disclosure (297 times or 25.4%). Affection was expressed 154 times (13.2%). While "The Cosby Show" was the leader in portraying courtesy and affection, each program was a leader in portraying at least one relationship-enhancing skill. Children were portrayed using the skills, but less often than adults, except when spending special time together. Findings showed that these pro-social communication behaviors are evident in programs that have been sharply criticized as deleterious to viewers, such as "Roseanne" and "The Simpsons," as well as in programs garnering high praise, such as "The Cosby Show." (Contains one table of data and 31 notes.) (SR)

ED 383 029 CS 508 939

Neff, Bonita Dostal

Teaching Public Relations from an American Perspective: An Assumption To Be Reconsidered.

PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the Central States Communication Association (Indianapolis, IN, April 19-23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Differences; Cultural Exchange; *Global Approach; Higher Education; Interpersonal Communication; Multicultural Education; *Professional Training; *Public Relations; Textbooks
IDENTIFIERS- First Amendment; *Internationalism; *International Public Relations

Teaching public relations from an American perspective should be reconsidered: current textbooks barely mention multicultural and international concerns except in most cases as a secondary issue. The current paradigm emphasizes the media with the first amendment serving as the cornerstone of the emphasis. The American approach to international and multicultural concerns is primarily an "awareness" emphasis. The difficulty in clearly understanding the operating premises of other cultures was demonstrated when a public relations educator from the United Arab Emirate and an American public relations class had trouble articulating their cultures' underlying premises (first amendment versus a religious source). Three changes need to be considered to work toward developing an international community: (1) a paradigm shift away from the concept of publics to interpersonal communication; (2) multicultural training instead of an awareness approach to culture should be the goal in teaching public relations; and (3) teaching future professionals to learn to appreciate other cultures and to gain greater insights and understanding about each other's culture. These steps will require significant change towards teaching public relations. Shifting the paradigm towards interpersonal communication while providing indepth multicultural training will provide the basis for a more sensitive cultural exchange and will more likely support the building of an international community. (Contains 10 references.) (Author/RS)

ED 383 049 EA 026 626

Keenan, Dan; Joyce, Charles

A Collaborative Effort between School System, University, and Community Can Enhance Public School Choice Options.

PUB DATE- 11 Feb 95

NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (New Orleans, LA, February 10-13, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College School Cooperation; Curriculum Development; *Educational Cooperation; Elementary Secondary Education; Higher Education; Parent Influence; Participative Decision Making; *Partnerships in Education; Program Development; *Public Schools; *School Choice

IDENTIFIERS- Steubenville City School District OH

The Ohio Educational Reform Bill, S.B. 140, mandated that each school system adopt a school-choice policy for parents and students of adjoining districts. This paper describes the choice options that were developed by the Steubenville City Schools and Franciscan University. To meet the state requirements, the Steubenville school system first conducted a needs-assessment study during the 1989-90 school year. The Superintendent's Advisory Committee then reviewed the concerns and submitted recommendations to the board of education and superintendent. A survey was conducted of each public elementary-school parent; 38 parents of parochial students also participated. The next step involved collaboration with Franciscan University to develop computer science, fine arts, math and science, and international studies programs at three of the city's six elementary schools. The pilot choice options have resulted in committed students, parents, staff, and university personnel; the enrollment of parochial and interdistrict students; the development of parental support groups; an increased sense of empowerment among participants; and the expansion of curricular offerings at the middle- and high-school levels. Contains 29 references. (LMI)

ED 383 106 EA 026 764

Study on the Generation of Revenues for Education. New York State Board of Regents. Final Report.
PUB DATE- Feb 95
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Finance Reform; Fiscal Capacity; *Income; Policy Formation; *Property Taxes; *School Taxes; *Tax Allocation;

*Tax Effort; Tax Rates
IDENTIFIERS- *New York

This document contains eight articles that offer a nonpartisan evaluation of the pros and cons associated with tax reforms. They were written by members of the Technical Study Group, which was established by the New York State Department of Education in 1994 to examine the generation of revenue for public education. The work of the study group comprises four broad categories: an overview and critique of the property tax as practiced in New York; proposals for reforming the real property tax; proposals for shifting tax burdens away from real property; and proposals for generating resources through improvements in the management of educational systems. Following the executive summary by David H. Monk, the contents include: (1) "Raising Revenues for New York's Public Schools: A Synthesis of Options for Policymakers" (David H. Monk); (2) "Discrepancies Between Ideal Characteristics of a Property Tax System and Current Practice in New York" (Dick Netzer and Robert Berne); (3) "Taxpayer Burden and Local Educational Finance in New York" (Hamilton Lankford and James Wycoff); (4) "Regional School Taxing Units: The Texas Experience" (Catherine Clark); (5) "Statewide Taxation of Nonresidential Property for Education: A Policy Proposal for New York State" (Helen F. Ladd and Edward W. Harris); (6) "Reducing Reliance on the School Property Tax: Rationales and Results" (Robert P. Strauss); (7) "Reducing Local School Property Taxes: Recent Experiences in Michigan" (C. Philip Kearney); and (8) "Finding Resources by Changing Management and Organization" (Allan Odden). The executive summary lists policy options for the consideration of New York State officials. (LMI)

ED 383 165 FL 022 831

Zoreda, Margaret Lee

Anglophone Popular Culture in the Mexican University English Curriculum.
PUB DATE- 94
NOTE- 19p.; Paper presented at the Annual Conference of the Popular Culture Association (New Orleans, LA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anglo Americans; Cognitive Processes; Constructed Response; *Context Effect; *Cultural Context; Cultural Influences; Data Analysis; English (Second Language); *Films; Foreign Countries; Higher Education; *Popular Culture; Second Language Instruction; *Social Attitudes; Social Bias; Student Reaction; Twentieth Century Literature
IDENTIFIERS- *Mexico

This essay proposes instances of how Anglophone popular culture can offer a place for nurturing critical encounters in the context of learning English. It delineates the theoretical bases that reveal popular culture as a fundamental indicator of society and, using Anglophone movies and stories, analyzes the pedagogical possibilities for stimulating appreciative and self-reflexive responses in students on the path to transcultural Hispanic-Anglo understanding. It also emphasizes the radical potential of popular culture for evaluating the preoccupations of contemporary society. In order to understand a foreign culture, one must see it from the viewpoint of that milieu. This "outsideness" provides a creative understanding of the foreign culture. Two recent films of the African American, Spike Lee, "Do the Right Thing" and "Jungle Fever," uncover the hostility among urban ethnic/racial groups. The first film makes viewers wonder if something analogous could happen in Mexico, and what would be the reaction of the government and society. The second film can stimulate discussion on the pressures in Mexico to establish relationships circumscribed within one's own social class. Stories and other films reveal other realities in popular culture. Final comments advocate a transcultural agenda in Mexican universities that is constantly updated. (Contains 35 references.) (CK)

ED 383 228 FL 800 869

Hardman, Joel Carlton
Language and Literacy Development in a Cambodian Community in Philadelphia.

PUB DATE- 94
NOTE- 238p.; Doctoral dissertation, University of Pennsylvania.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Cambodians; Classroom Communication; Educational Needs; *English (Second Language); Family Environment; *Family Relationship; Immigrants; Language of Instruction; *Literacy Education; Longitudinal Studies; Refugees; Second Language Instruction; Second Language Learning; *Second Languages; Urban Areas
IDENTIFIERS- *Biliteracy; *Pennsylvania (Philadelphia)

This study focused on language and literacy learning in a group of Cambodian families in Philadelphia (Pennsylvania) linked locally by an English-as-a-Second-Language (ESL) class, and more broadly by common histories, culture, and language. Over a period of 3 years, the researcher looked at: broad patterns of language and literacy use in this community; its prevalent language and literacy attitudes; the nature of literacy development in a Cambodian community; similarities and differences in adults' and children's literacy behavior and development; and the role of the native language. Interpretations presented in the report are drawn from both qualitative nd quantitative data. It is concluded that the children's competencies in English, the language of wider communication, are reflected in new relationships of knowledge and power within the families. However, these new relations do not appear to have upset entirely the old ones. In the school context, the study finds a number of different approaches to how languages should be learned and used in the classroom. A lack of support, either locally or at the state level, was found for educational programs to develop biliteracy skills, despite the potential for such skills among both adults and children within the community. Appended are inventories of fieldnotes from 1990-91 and 1993; inventory of interview notes; and interview protocol. Contains 90 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 382 813 CE 068 912

Jobs Corps Oversight. Hearings on Examining Performance, Accountability, and the Incidence of Violence at Job Corps Sites, before the Committee on Labor and Human Resources. United States Senate, One Hundred Fourth Congress, First Session. (January 18-19, 1995).

PUB DATE- Jan 95
NOTE- 219p.; Contains light/broken/small print.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Basic Education; *Disadvantaged Youth; *Employment Programs; Federal Legislation; *Federal Programs; Hearings; *Job Training; Postsecondary Education; Program Evaluation; *Program Implementation; Program Improvement; Youth Opportunities; Youth Programs
IDENTIFIERS- Congress 104th; *Job Corps

This document records the oral and written testimony of witnesses who testified at 2 days of U.S. Senate oversight hearings on Job Corps programs. Witnesses included several Senators who have been involved in Job Corps legislation since the program's beginning in 1968, Job Corps program completers and dropouts, and local officials in areas of Job Corps sites. According to their testimony, some Job Corps sites have lost the idealism that permeated their programs when they were formed and have become little more than reform schools. Some former participants complained about incidents of violence in the sites and of little learning taking place. Other program completers said that the Job Corps had been their salvation and was largely responsible for their success in life. Overall, the hearings provided support for the good that Job Corps had accomplished but revealed concern over reports of gangs and violence at the sites and a determination to reform a program that has had many successes over the years. (KC)

ED 382 871 CE 069 052

Marketing Manual: Workplace Literacy.

SPONS. AGENCY- Ontario Dept. of Education, Toronto.
PUB DATE- Sep 91
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Basic Skills; Foreign Countries; *Literacy Education; *Marketing; Publicity; Public Relations; *Salesmanship
IDENTIFIERS- *Workplace Literacy

This manual applies marketing concepts and methods, selling techniques and principles to the workplace literacy program for the purpose of assisting individuals involved in promoting and selling these programs. Part I provides a rationale for marketing and discusses the following: the role of the sponsor in marketing, market versus marketing, market research, marketing strategies, promotion, promotion strategies, salesperson's role in marketing, selling process, the successful workplace literacy salesperson, the problem solving sales process, target group, and sponsors. Part II focuses on what is being sold, including the following: how to describe workplace literacy programs, what the sponsor wants to know, why basic skills and why in the workplace, kinds of training that can be provided, services, and benefits to employer, training department, employee, and employees' department. Part III addresses building a clientele and covers prospecting for and qualifying sponsors. Parts IV and V describe the organization and implementation processes of consultative selling. Part VI focuses on what happens after the sale, that is, delivery of workplace literacy programs. Part VII lists seven references. Part VIII contains these appendixes: instructor's information sheet, sponsor's information card, institution's mission statement, and sample introductory letter and flyer. (YLB)

ED 382 932 CS 012 143

Carbo, Marie
Whole Language vs. Phonics.
PUB DATE- Mar 95
NOTE- 6p.; For Part 1, see CS 012 142.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Elementary Secondary Educatio
Models; *Phonics; *Reading Instruction; *Teacher Role
IDENTIFIERS- *Educational Issues

This article discusses the continuing controversy of whole language versus phonics. It discusses both systems--how to plug the holes in them, and how to combine the two approaches, making for stronger instructional tools. The article also explains the analytic model of teaching reading. The article offers a series of recommendations for teachers, as well as recommendations for principals. Two figures outline the two reading models. (RS)

ED 383 069 EA 026 722

Ozar, Lorraine A.
Creating a Curriculum That Works: A Guide to Outcomes-Centered Curriculum Decision-Making.
PUB DATE- 94
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; Catholic Educators; *Catholic Schools; Competence; *Competency Based Education; *Curriculum Design; Decision Making; *Educational Objectives; Elementary Secondary Education; Learning Strategies; Student Evaluation; *Values Education

This book offers an approach to curriculum decision making aimed at helping Catholic schools become or remain values-based, learning-centered communities for the 21st century. The outcomes-based approach argues that educators have three primary responsibilities--identify what is the significant learning, design valid ways for students to demonstrate that learning, and find ways to help that learning occur more effectively. The book is designed to promote an understanding of the three essential pieces of a learning-centered curriculum--outcomes, assessments, and strategies. Following the introduction and the foreword, chapter 2 defines key terms. Chapters 3 through 10 expand on the eight principles of the outcomes-centered curriculum decision-making approach: (1) shift the focus from inputs to outputs; (2) write specific learning outcomes (objectives) for each educational goal; (3) choose a set of outcomes that integrate both the values-integration and discipline-specific planes; (4) design a match among outcomes, assessments, and strategies; (5) develop a written curriculum that supports the match; (6) design valid assessments; (7) utilize teaching strategies that respect the natural functioning of the brain; and (8) address religious education and values formation in the curriculum. Chapter 11 describes the outcomes-centered curriculum as part of the systemic growth-reform cycle. Seventy-nine figures are included. (LMI)

ED 383 088 EA 026 742

Gross, Alan
Site-Based Management in Education: Rochester City School District Case Study.
PUB DATE- 11 Mar 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Case Studies; *Decentralization; Educational Improvement; *Educational Planning; Elementary Secondary Education; *Participative Decision Making; *Partnerships in Education; *School Based Management; School Business Relationship
IDENTIFIERS- Eastman Kodak Company; Rochester City School District NY

This paper describes outcomes of a partnership between the Rochester City School District (New York) and the Kodak 21st Century Learning Challenge consulting program for improving school-based planning team (S-BPT) operations. The purpose of the school-based planning team is to involve the entire school community in improving school effectiveness. Requirements for high-performing S-BPTs include: (1) establish structures and processes that encourage participation; (2) clearly define expectations; (3) include all key stakeholder groups equally; (4) use a consensus decision-making process; (5) limit team members' terms to a minimum of 2 years; (6) limit team size to 12 members or less; (7) consider participation as a professional-development experience; (8) limit districtwide initiatives to one or two a year; and (9) allow the school time to demonstrate outcomes. Recommendations are also offered for school-improvement planning and for maintaining ongoing support for shared decision making. The appendix contains a checklist for identifying decentralized decision-making responsibilities. Contains four references. (LMI)

ED 383 126 EC 303 937

Switzky, Harvey N.
Individual Differences in Personality and Motivational Systems in Persons with Mental Retardation. Chapter 15.
PUB DATE- Apr 95
NOTE- 135p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Need; Anxiety; *Behavior Patterns; Classroom Techniques; Cognitive Processes; Educational Practices; Elementary Secondary Education; Goal Orientation; Individual Differences; *Mental Retardation; Personal Autonomy; *Personality Theories; Personality Traits; *Psychological Patterns; Reinforcement; Research Needs; Self Concept; Self Determination; Self Efficacy; *Student Motivation

This review covers the psychological literature of the last 30 years regarding the personality and motivational characteristics of individuals with mental retardation. The first section is a brief historical review and critical examination of the various conceptual models and theories regarding personality and motivational processes in persons with mental retardation. The second section primarily addresses the implications of current mainstream psychological conceptions and theories regarding personality and motivational self-system processes for persons with mental retardation, including implications for individual educational programming. The third section provides a synthesis of the first two sections and provides an agenda for future research. The following models are reviewed: the rigidity hypothesis, social learning theories, self-concept theories, anxiety theories, and effectance motivation and intrinsic motivation theories. Consideration is also given to goal setting and goal value, self-efficacy, autonomy and self-determination, and intrinsic motivation and cognitive processes. (Contains approximately 360 references.) (SW)

ED 383 146 EC 303 970

Ysseldyke, James E.; And Others

Possible Sources of Data for Early Childhood (Age 6) Indicators.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Nov 94

NOTE- 45p.; For Age 3 Indicators, see ED 381 954.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- At Risk Persons; Basic Skills; *Behavioral Objectives; Child Development; Data Collection; *Developmental Delays; *Disabilities; Early Childhood Education; *Information Sources; *Models; *Student Educational Objectives

IDENTIFIERS- *Performance Indicators

This document presents a conceptual model of early childhood educational outcomes and suggested information sources for the 72 indicators used to measure the outcomes identified. The model's outcomes and indicators are intended for use with all children including those identified as having disabilities or developmental delays (or at risk for developing them). The conceptual model depicts educational resources (inputs and contexts) influencing learning opportunity and process, which in turn influence eight outcome domains that have a return influence on both the resources and opportunity/process. Outcome domains include presence and participation, family involvement/accommodation and adaptation, physical health, responsibility and independence, contribution and citizenship, academic and functional literacy, personal and social adjustment, and satisfaction. For each outcome domain, a chart lists specific indicators. For each indicator, a chart lists suggested sources of information (such as teacher observation, parent interview, standardized test data, or health records). An appendix suggests instruments for assessing each domain. Sources of the instruments listed are also given. (Contains 12 references.) (DB)

ED 383 186 FL 022 973

Jones, Michael R.
Erasmus and Telematics. Networks for Courses: Distance No Object.

PUB DATE- 15 Sep 94
NOTE- 12p.; Paper presented at Eurocall 1994.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Networks; *Computer Uses in Education; *Distance Education; Educational Technology; Financial Support; Foreign Countries; Higher Education; Information Systems; Second Language Instruction
IDENTIFIERS- *European Community; *University of Ulster (Northern Ireland)

This paper outlines a range of projects developed with funding from the European Community for a computer communication and research network and the electronic means employed to realize the network, from the point of view of the Director of Languages Resource Unit, University of Ulster, who must coordinate language training on six distant campuses just within Ireland. This network from the Department of European Studies and Modern Languages at the University of Ulster combines 21, 3rd level institutions from 5 countries. The development of the network and videoconferencing system was begun due to the administrative uniting of two physically distant institutions of higher education in Northern Ireland. The computer network reduces commuting time, expense, and personal aggravation. The system is linked to mainland European institutions for research as well as translation and language teaching exchange. Although quite successful, the system is now in jeopardy as European Community funding is being cut. (NAV)

ED 383 207 FL 023 007

Heller, Anne; And Others
A Comparison of Listening and Speaking Tests for Student Placement.

PUB DATE- 95
NOTE- 16p.; For complete volume, see FL 023 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; *Dictation; *English (Second Language); Foreign Countries; Higher Education; Interviews; Language Research; Linguistic Theory; *Listening Comprehension Tests; Second Language Programs; *Student Placement; Summer Programs; Test Format; *Test Use; *Verbal Tests

This study investigated the utility and effectiveness of a simple dictation test for placement of students in a university's summer English-as-a-Second-Language program. The dictation test was explored as an alternative to the traditional oral interview, which had shown some problems of interrater reliability and consistency, resulting in inappropriate placements. The study examined: (1) the relationship between scores on the two tests and student placements, to see whether the dictation test produced a better placement, and (2) the relationship between interview and dictation scores, to see whether the latter could be used in place of the former. The procedure was piloted with 14 native English speakers and 16 non-native speakers, then undertaken fully with 263 students. Results indicate that the dictation scores were marginally less effective than interview scores in placing students, and that the dictation cannot be effectively substituted for the interview. However, it is suggested that the dictation test be retained as an additional measure in case of a request for transfer from one class to another. The dictation is appended. (Contains 18 references.) (MSE)

ED 382 776 CE 068 828

The Federal Workforce Restructuring Act of 1993. Hearing on S. 1535 To Amend Title 5, United States Code, To Eliminate Narrow Restrictions on Employee Training, To Provide a Temporary Voluntary Separation Incentive, and For Other Purposes before the Committee on Governmental Affairs. United States Senate, One Hundred Third Congress, First Session (October 19, 1993).

PUB DATE- 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Early Retirement; *Employment Practices; *Federal Government; Federal Legislation; *Government Employees; Hearings; *Reduction in Force; Retirement Benefits
IDENTIFIERS- Congress 103rd; *Federal Workforce Restructuring Act 1993; Proposed Legislation

This document records the oral and written testimony of witnesses who testified at a hearing on a proposed amendment to the Federal Workforce Restructuring Act of 1993. The amendment would spell out how the federal work force is to be reduced in size and would provide cash incentives for early retirement as well as make retraining of existing workers more feasible. Witnesses included Senators Glenn, Roth, Stevens, Sasser, Pryor, and Akaka, as well as several officials of the Office of Management and Budget and the Department of Defense. The witnesses generally supported the idea of the amendment but pointed out the need to ensure that new workers were not hired to replace each one who left and that top-level officials as well as lower supervisors and workers were chosen for early retirement or voluntary layoff. The text of the amendment is included in the document. (KC)

ED 382 795 CE 068 866

Sharma, Motilal
Distance Education for Continuing Education.
PUB DATE- 94
NOTE- 13p.; Keynote address presented at the Regional Workshop on Technologies of Continuing Education (Manila, Philippines, July 25-August 5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Agency Role; *Continuing Education; Delivery Systems; *Distance Education; Economically Disadvantaged; *Economic Development; Educational Change; *Educational Improvement; *Educational Needs; *Educational Objectives; Educational Practices; Foreign Countries; Labor Force Development; Role of Education
IDENTIFIERS- *Asia; Asian Development Bank

The role of distance education as a vehicle for delivering continuing education in Asia was examined from the following standpoints: facilitating development amidst poverty; making human resource development the prime strategy; overcoming the stagnation of education amidst wrenching change; and using distance education to accomplish those continuing education goals that the formal education system has not been able to accomplish by dissolving the limits of time and space in classrooms. The following points were made regarding incorporating distance education in continuing education programs were suggested: identify the problem in the continuing education program first and only then devise a distance education program to solve it; recognize that using distance education in a program requires much more planning and a longer gestation period than use of classical teaching methods does; use mass technologies only if there is a mass clientele; plan and operate the technologies on a team basis; and ensure that the technology used permits adequate feedback about students' learning. Selected activities conducted as part of the Asian Development Bank's initiative in distance education were examined along with possible applications of distance and continuing education concepts in the areas of women in development, environmental protection and development, and poverty alleviation. (MN)

ED 382 832 CE 068 959

VanLandingham, Paul G.
The Effects of Change in Vocational, Technical, and Occupational Education on the Teaching of Culinary Arts in America.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Bachelors Degrees; Competency Based Education; Delivery Systems; *Educational Change; Educational Development; *Educational Innovation; Educational Research; *Food Service; *Foods Instruction; Higher Education; Interactive Television; Occupational Home Economics; Program Development

Vocational education and culinary arts have gained a new respect. Since the mid-1970s, the status of culinary artists (cooks and chefs) has changed from domestic to professional. This change and the many changes in food technology have brought about a heightened awareness of the need for better training for culinary professionals. Improved communication between education and industry have provided students with skills more suited to meet the needs of the job market. The United States is regarded as the leader in the field of culinary arts due to the development of vocational facilities, developments in the areas of food science and agricultural methods, and more refined techniques for the presentation of materials. Use of a competency-based curriculum allows teachers to assess each student's capabilities. Students at Johnson and Wales University (J&W), Rhode Island, are developing electronic portfolios used by employers recruiting on campus. These portfolios describe the competencies of each student that will link him or her with jobs appropriate for the skill levels the student possesses. Evolution in vocational culinary education has prompted the development of new programs. J&W has begun a four-year bachelor of science in culinary arts, the first of its kind in the United States. Faculties working in this field will require higher credentials. J&W is on the verge of linking branch campuses by two-way interactive television to compensate for a shortage of trained faculty. (YLB)

ED 382 852 CE 068 994

Hodges, Jane; And Others
Improving Literacy Skills of Juvenile Detainees. Juvenile Justice Bulletin.
PUB DATE- Oct 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Correctional Education; Demonstration Programs; *Juvenile Justice; Learning Motivation; *Literacy Education; Models; *Phonics; Prisoners; Program Development; Program Implementation; Secondary Education

The Office of Juvenile and Delinquency Prevention funded a model designed to improve the literacy level of youth in juvenile detention and correctional facilities. The model specified training language arts teachers and relevant staff and volunteers in direct instruction methods for rapid improvement of students' comprehension, particularly for those with reading disabilities. In 1991, competitive grants were awarded to the Mississippi University of Women (MUW) and the Nellie Thomas Institute (NTI)--both experienced in using intensive systematic phonics with at-risk youth and young adults. NTI noted significantly increased skills in composition, vocabulary, mechanics, and spelling for 75 percent of participants (young adult inmates at the Soledad Penitentiary). MUW had similar experiences working with inmates in the Mississippi prison system. Educators (teachers and volunteers) representing 12 states were trained. In three states, the juvenile correctional officials agreed to release results of their phonics instruction. Significant strides were accomplished and reported by MUW, NTI, and two sites in Ohio. Designed to teach illiterate youth to read and write, these programs offered a nontraditional, motivational approach that provided students with immediate positive feedback and then encouraged them to strive for success. The programs used a progression of logically sequenced, multisensory lessons. A large part of the curriculum focused on development, integration, and application of phonics. (Contact persons and addresses are listed.) (YLB)

ED 382 891 CG 026 211

Mathias, Scott A.
Development of a Working Model for a Private Foster Care Agency To Facilitate Planning Considerations Associated with Archetypical Cases Involving an Incarcerated Parent.
PUB DATE- 94
NOTE- 97p.; Master's Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Caseworkers; Check Lists; Counseling; *Foster Care; Foster Children; Guidelines; Parent Rights; *Prisoners; *Social Work; Social Workers
IDENTIFIERS- *Case Management; *Incarcerated Parents; Individualized Service Plans

Foster care cases involving an incarcerated parent can present unique challenges in planning and case management for caseworkers. Incarcerated parents are expected to maintain communication and contact with their children and caseworkers in order to prevent termination of their parental rights. Agency caseworkers are often not trained to navigate the obstacles to case management associated with an incarcerated parent. This paper presents a working model derived from the suggestions of agency caseworkers and of current literature to act as a reference and training tool for agency workers. A survey checklist composed of prominent suggestions from the working model is appended. The checklist was used to assess the number of suggestions used by the caseworkers who worked with such cases prior to and after the administration of the working model. Overall, there were more suggestions reportedly being used by caseworkers on the second administration of the survey checklist. Although only slight increases in the number of suggestions used in case management were noted in this project, the working model has promising potential for use as a training tool for case workers who have had relatively little experience working with foster care cases involving an incarcerated parent. (Author/JE)

ED 382 911 CG 026 256

Hollis, Joseph W.; Wantz, Richard A.

Counselor Preparation 1993-95. Volume I: Programs and Personnel. Eighth Edition.

PUB DATE- 93

NOTE- 569p.; For a related document, see ED 379 579.

LANGUAGE- English

EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Counseling Psychology; Counseling Services; Counselor Educators; Counselors; *Counselor Training; *Doctoral Programs; Graduate School Faculty; *Graduate Study; Higher Education; *Masters Programs; Professional Training; *Program Descriptions

IDENTIFIERS- United States

This edition marks the 23rd year of a longitudinal study of counselor preparation in the United States and its Territories. This first volume covers aspects of programs and personnel. The current edition, in response to user feedback, features some modifications in content and reporting of data reported by institutions. Each graduate degree program appears separately with related information shown, including degree level, name of major, number of students enrolled and graduating yearly, accreditation held, admission requirements, clinical experience required in clock hours before graduation, total academic hours required for graduation, placement of graduates expressed in percentage by settings, and uniqueness of the program. The book is divided into eight chapters. Chapters 1 through 7 provide information on the content and uses of this book, research design and data sources, accreditation bodies, the format for reporting data, master's level majors and institutions, doctoral level majors and institutions, and institutions listing Ed.S., Post-Degree, and CAS, Chapter 8, which constitutes about four-fifths of the book, presents the actual institution data. An appendix lists programs that did not respond to the survey. Also featured are a bibliography and an index which can be searched by content and by faculty name. (RJM)

ED 382 953 CS 214 831

Katz, Susan M.
Learning Discourse Conventions: The Socialization of Technical Writers.
PUB DATE- Apr 95
NOTE- 6p.; Paper presented at the Annual Society for Technical Communication Conference (42nd, Washington, DC, April 23-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethics; *Organizational Communication; Professional Training; Research Needs; *Socialization; *Technical Writing
IDENTIFIERS- *Discourse Conventions; Newcomers; Organizational Culture; Technical Communication

Newcomers learn about the practices and values of an organization through a process called socialization. Organizational socialization research provides useful information on the strategies, such as indirect questioning and disguised conversation, that new employees can use as they move into unfamiliar settings. At one time, researchers believed that socialization was a passive process but recent work suggests that it is a process that the newcomer is involved with actively. In addition to asking questions, he or she can test the limits by intentionally deviating from accepted behavior, seeking out written materials such as manuals, questioning peers or third parties, and directing casual conversation toward particular topics. At a time when there is a great deal of movement and uncertainty within industry, an awareness of socialization strategies and resources can be critically important in helping technical communicators make the transition to new assignments, divisions, or organizations. While some may see this process as a positive one, others may consider it indoctrination and question whether it crosses the line ethically. More research is needed to investigate this and other questions. (TB)

Thurman, Mark; Hearn, Emily
Illustration Ideas for Creating Picture Books.

PUB DATE- 90
NOTE- 25p.; For related books, see CS 214 747-748.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; *Creative Activities; Early Childhood Education; Editing; *Illustrations; *Layout (Publications); *Picture Books; *Writing for Publication; Writing Processes
IDENTIFIERS- *Ideas; Story Boards

This oversize (approximately 12 inches by 20 inches) book presents 24 story boards that illustrate ideas for creating picture books. Each page presents one illustrated idea and a brief description of the idea. The book presents 11 ideas related to points of view (including horizontal, foreground, and close-ups), 9 ideas relating to collages (including face details, wavy lines, positive and negative shapes, and combining photos and drawings), and 4 ideas related to design (type placement, cover designs, and lettering styles). (RS)

ED 382 992   CS 214 879

Weber, Stephen W.
Writing for Physics Mastery.
PUB DATE- 5 May 95
NOTE- 61p.; Master of Education Project, National-Louis University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Class Activities; Concept Formation; *Content Area Writing; High Schools; Instructional Effectiveness; *Physics; *Science Instruction; Student Attitudes; *Writing Assignments; Writing Research
IDENTIFIERS- Illinois (Rockford)

A study examined the effectiveness of incorporating writing as a tool to master the concepts of physics. Subjects were students in the three traditional physics classes and one non-math or conceptual physics class at East High School in Rockford, Illinois. The instructor tried a variety of methods--students wrote criticisms of Carl Sagan videos, wrote their own examples of a "system" after a lecture on the First Law of Thermodynamics, wrote their own test questions, drew pictures illustrating physical concepts, and wrote about personal experiences with physical concepts. Students looked forward to the writing assignments and their learning was far more auditory, synthesizing, and analyzing than the instructor ever realized. Most students did not like objective tests, and many preferred to take essay tests home and work on them for several days. Almost all students liked the group tests and the make-up-your-own tests. Findings suggest that using writing activities in the physics classroom can make physics less mystifying, less frightening, and more accessible to every student. (Contains 21 references. Appendixes present a list of several writing prompts, 13 lesson activities, and instructions for a laboratory activity involving hand-made ice cream.) (RS)

ED 382 933 CS 012 144

Miller, Margaret B.; Richardson, Maurine V.
Picture Books Are a Student's Best Friend.

PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Content Area Reading; Elementary Secondary Education; *Picture Books; Reading Interests; Reading Material Selection
IDENTIFIERS- Content Area Teaching; Trade Books

Picture books can be used effectively in the classroom in all content areas and at all grade levels. They can supply an almost unending supply of ideas and fit into many content area's teaching strategies because they are short enough to read and use in a class period. When considering the selection of a picture book that is appropriate for use in the classroom and for the subject matter to be taught, it is important to examine what can be learned from the literary work. (Contains a 210-item bibliography of quality literary works which permit the learner to broaden his/her perspectives and interest in reading. (RS)

ED 383 107 EA 026 765

Sears, James T.; And Others
When Best Doesn't Equal Good: Educational Reform and Teacher Recruitment. A Longitudinal Study.
PUB DATE- 94
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Educational Change; Elementary Secondary Education; Higher Education; Internship Programs; Longitudinal Studies; *Preservice Teacher Education; Professional Development; Student Teaching; *Teacher Persistence; Teacher Recruitment; Teacher Shortage; *Teaching (Occupation); Teaching Conditions; *Teaching Experience

This book describes outcomes of a special teacher-preparation program at "Central College," which recruited high-ability students. Data were derived from individual and group interviews, analysis of student journals, observation, administration of standardized instruments, and videotapes of teaching performances. Following the foreword and preface, chapter 1 discusses the reform of teacher education during the 1980s. Chapters 2, 5, and 8 place the experiences of five 6-year interns and their program within 3 general reform domains--teacher recruitment, liberal arts-based undergraduate curriculum, and induction systems and school-university collaboration. The third chapter offers portraits of the five interns--their motivations for teaching and the role of their personal biographies. Chapter 4, 6, and 9 portray the interns contending with specific problems inherent in contemporary teacher-education reform agendas: the defeminization, intellectualization/rationalization, and stratification of teaching. Chapter 7 asserts that reforms necessary for student teaching reinforce traditional notions of model and practice, which decontextualizes the practice of teaching. Chapter 10 describes the interns' adjustments to various contexts. An epilogue raises the question about the feasibility of recruiting only high-ability students. Teacher-development programs should acknowledge that there are students from diverse backgrounds who may not score high on academic measures but who would make positive role models, effective instructors, and long-term teachers. (Contains 224 references.) (LMI)

ED 383 229 FL 800 888

Gordon, Daryl
A Curriculum for Multicultural Populations: Teaching ESL from a Thematic Approach. Final Report.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Exploration; Course Content; *Cultural Pluralism; Current Events; *Curriculum Development; Daily Living Skills; *English (Second Language); Family (Sociological Unit); Health Services; Interpersonal Communication; Introductory Courses; Language Skills; Limited English Speaking; *Multicultural Education; Neighborhoods; Personal Narratives; Second Language Instruction; Self Care Skills; Skill Development

A project to develop, produce, and disseminate a multicultural, multi-level curriculum for English-as-a-Second-Language (ESL) learners is described and evaluated. The curriculum is designed for thematic instruction at the beginning and intermediate language levels, and addresses four language skill areas (listening, speaking, reading, writing). Development of the curriculum involved surveying ESL students in two classes to determine the topics that best meet their interests and language needs. Six subject areas were selected: introductions; talking about families; health; current events; neighborhoods; and exploring careers. Instructional activities emphasizing the four language skills were developed for each subject. The activities were field tested in three ESL classes, and teacher and student feedback used to refine the materials. A curriculum manual and teacher's guide were also prepared, and two workshops on the curriculum were presented. Students who participated in the field testing gained significantly in listening/speaking and reading proficiency. The project was found to have met its goals and objectives. Students' letters to the author/developer are appended. The student manual and student and teacher evaluations are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 382 814 CE 068 914

1994 Outstanding Practices. Effective Strategies from "High Schools That Work" Sites and States in Raising the Achievement of Career-Bound High School Students.

PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Classroom Techniques; Educational Improvement; Educational Innovation; *Educational Strategies; *Excellence in Education; *High School Graduates; High Schools; *Integrated Curriculum; *Noncollege Bound Students; Teaching Methods; Vocational Education
IDENTIFIERS- *High Schools that Work

This publication contains descriptions of 35 outstanding practices from schools and states in the High Schools That Work (HSTW) Program. Each description is accompanied by one or more numerals corresponding to the 10 HSTW key practices listed in this booklet. The publication presents the outstanding practices gleaned from presentations at the annual HSTW staff development conference, technical assistance to HSTW sites, and recommendations from HSTW teachers, counselors, and administrators. Some of the practices described in the publication include the following: principals playing a vital role in promoting schoolwide change; English teachers holding career-bound students to high standards; developing a writing skills program that helps students succeed; holding business education students to high standards in preparation for employment; integrating physics and vocational studies; using reading strategies to improve academic achievement in a principles of technology course; benchmarking mathematics and science curricula to world standards; science and vocational teachers developing a challenging physical science curriculum; applied communication course giving life to British literature; integration projects increasing students' learning and participation; integrating word processing and a foreign language; team-building strategies for integrating the curriculum; and comprehensive guidance program improving communication with students and parents. (KC)

ED 382 872 CE 069 053

Quality Standards for Adult Literacy. A Practitioner's Guide to the Accountability Framework for the Adult Literacy Education System and Core Quality Standards for Programs = Normes de qualite pour l'alphabetisation des adultes. Guide de l'alphabetiseuse et de l'alphabetiseur sur le cadre de responsabilisation du Systeme d'alphabetisation des adultes et les normes fondamentales de qualite des programmes.

PUB DATE- Mar 95
NOTE- 94p.
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Adult Basic Education; Adult Literacy; Developed Nations; Educational Improvement; *Educational Quality; Foreign Countries; French; *Literacy Education; Program Evaluation; *Standards
IDENTIFIERS- Ontario

This guide is intended to answer the questions that literacy practitioners might have about the Accountability Framework and the Core Quality Standards approved by the Ontario Training and Adjustment Board (OTAB). Section I provides a background to development of the framework and standards. Section II focuses on what an accountability framework is. It defines accountability and evaluation and describes these elements of the accountability framework for adult literacy education: definition of literacy education and literacy, guiding principles, vision statement, and systemwide objectives and strategies. Section III describes three more elements that OTAB needs to ensure suitable accountability and proper evaluation of programs: core quality standards, program features that indicate that the standards are being met, and evidence for each program feature. Section IV briefly addresses the pilot evaluations by 13 delivery organizations. Section V discusses next steps for OTAB and the literacy sectors and programs. Other projects related to accountability are listed, and ordering information on background materials on quality and evaluation is provided. A French version is provided. (YLB)

ED 383 011   CS 508 918

Penkoff, Diane
Public Flames and Private Fantasies: When Is Computer-Mediated Communication Private?
PUB DATE- 26 Feb 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Western States Communication Association (65th, San Jose, CA, February 23-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Communication Research; *Computer Mediated Communication; Ethics; *Freedom of Speech; Higher Education; Literature Reviews; *Privacy; Research Needs; Technological Advancement
IDENTIFIERS- *Communication Behavior

Noting that corporations and academic institutions are struggling with issues of balance between system security and freedom of speech, this paper reviews current literature concerning privacy in computer-mediated communication (CMC) from the perspectives of both the individual user and the system administration. Focusing on the communicative rather than the technical aspects of CMC, the paper considers personal rights to privacy and freedom of expression, weighed against system administrator liabilities and responsibilities to users. The paper notes that system administrators and owners of academic systems join private and corporate sectors in walking an ethical and legal tightrope and notes that researchers, apart from legal considerations, are wrestling with the ethics and moral responsibilities of sampling text from public bulletin boards and mailing lists. The paper suggests that users engage in risky communication in spite of system limitations for security and privacy. The paper concludes that CMC is evolving minute-by-minute, offering communication scholars new opportunities for research with every new development. (Contains 54 refrences.) (RS)

ED 383 030 CS 508 943

Neff, Bonita Dostal
An Opportunity for the Boundary Spanner: Developing a Holistic Communication Model with a Contextual Connection.
PUB DATE- 21 Nov 93
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication (Thought Transfer); Communication Research; Comparative Analysis; Competition; *Cultural Context; Cultural Pluralism; Higher Education; *Holistic Approach; Models; *Public Relations; Retraining; Social Influences
IDENTIFIERS- *Boundary Spanning; Professional Concerns

Based on the literature describing the boundary spanning role, a study focused on boundary spanning activities related to the public relations professional. Two major models, the adaptive and the selective, were examined in terms of key assumptions--economic rewards and competition. These models were further examined in terms of the larger perspective of standards held by those in multicultural communication. A third model was proposed which better serves society. In addition, the contextual connection of the model based on multicultural expectations better meets the needs of the ever changing organizational forms--the coalition, the network, the information associations, the technological relationships as well as the formal organization. The examination of several specific boundary spanning situations (gangs, community development) identifies critical characteristics of the boundary spanning activity when linked to a multicultural communication model where information may not be the primary focus. Results suggest other approaches for retraining/training public relations professionals for their new role. (Contains 15 references, and two tables and a pie chart.) (Author/RS)

ED 383 050 EA 026 673

Reynolds, Janice Carner

Women and Minority School Administrators in Central Missouri.

PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; Administrator Selection; *Educational Administration; Elementary Secondary Education; Employment Opportunities; *Employment Patterns; Employment Statistics; *Equal Opportunities (Jobs); *Minority Groups; *Women Administrators
IDENTIFIERS- *Missouri

White females and members of minority groups have historically been underrepresented in educational administration. This paper describes findings of a study that produced a demographic profile of school leaders in central Missouri. A survey of 117 school districts in central Missouri elicited a response rate of 100 percent. Findings indicate that in large districts, 65 percent of elementary-school principals were female. Of those women, one-third were black. No minority-group members were employed as school administrators in the rural districts, which also had a lower percentage of women administrators than did medium-sized and large districts. Large districts had the largest representation of minority-group members in administrative positions; however, none of the superintendencies were filled by minorities. It is recommended that educational administration departments work harder to recruit and persuade women and minority students to pursue study for the secondary principalship and superintendency. Campus outreach programs can increase the awareness of school board members about women's and minority-group members' skills, and courses and workshops can provide information on recruitment strategies and the barriers faced by women and minorities. Contains 10 references. (LMI)

ED 383 089 EA 026 743

Bacharach, Samuel B., Ed.; Mundell, Bryan, Ed.
Images of Schools: Structures and Roles in Organizational Behavior.
PUB DATE- 95
NOTE- 425p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; Leadership; Organizational Effectiveness; *Organizational Theories; Principals; *School Organization; School Role; Teacher Effectiveness; Teacher Evaluation; Teacher Role

This book brings together different analytical perspectives from organizational theory and applies them to examinations of schools. The editors maintain that the current debate over school restructuring is essentially a debate over which strategy of organizing will achieve the best results.

Organizational theory suggests that there are two primary mechanisms that may be used in organizing behavior: the organization as a whole, and the specific roles within the organization. Following this logic, the book is divided into two parts. Part 1 presents images of school organizations as modes of organizing behavior. Each of the four chapters presents a different answer to the question of what must be organized in schools: (1) "The Organizational Design of Schools" (Brian Rowan); (2) "Institutionalism and Strategic Decisions in Education" (Charles Taylor Kerchner and Krista D. Caufman); (3) "Against the Current: Organizational Learning in Schools" (Eric Rait); and (4) "Symbols and Symbolic Activity" (Terrence E. Deal). Part 2 examines how roles in schools can function as modes of organizing behavior. The six chapters present ideas on organizing and evaluating the role of teachers; reorganizing according to the actual work a teacher does; organizing around clear goals and the provision of adequate resources; enhancing teachers' performance by having their role organized and evaluated at least partially on student outcomes; organizing the role of the administrator to provide school leadership; and using research findings to fit a specific individual to the role of administrator. The chapters include: (5) "The Impacts of Mathematics and Computer Technology on the Core Assumptions and Practices of Teaching" (Ann Weaver Hart); (6) "Performance Management in Education" (Stephen M. Mitchell); (7) "The Assessment of Teaching Based on Evidence of Student Learning" (Gary Sykes and Jason Millman); (8) "Striking a Balance: Boundary Spanning and Environmental Management in Schools" (Ellen B. Goldring); (9) "Research on School Leadership: The State of the Art" (Lee G. Bolman and Rafael Heller); and (10) "Administrator Succession in School Organizations" (Rodney T. Ogawa). Samuel B. Bacharach and Bryan Mundell authored the introductions to parts 1 and 2 and the concluding essay in part 3, "The Implicit Action beneath Explicit Organizing Models." References accompany each chapter. (LMI)

ED 383 147 EC 303 971

Rallis, Sharon F.; Anderson, Gretchen
Building Inclusive Schools: Places Where All Children Can Learn.
Occasional Paper Series: Volume IX, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 16p.; Reprinted from "Inclusion: Buzzword or Hope for the Future?" 1994 monograph of the New York State Council of Educational Associations.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Disabilities; *Educational Philosophy; *Educational Principles; Elementary Secondary Education; *Inclusive Schools; *Individual Differences; Mainstreaming; *Special Needs Students; Student Needs

This discussion of inclusive education notes current controversies and proposes that inclusion, as it is currently conceived, has too narrow a focus and should be extended to cover, not just students with disabilities, but all children because all children have unique needs. After an introductory section, the paper identifies such problems with implementing inclusion as distortion of models and inclusion's origins in the field of special education. Basic principles that underlie a culture of inclusion and a definition of learning are offered in a discussion of characteristics of a transforming school. Examples of truly inclusive school practices are offered, such as a changed relationship between student and teacher, alternative groupings of students, and cooperation between school and community. Finally, inclusion is seen as a hope for the future in its valuing of diversity. (DB)

ED 383 166 FL 022 844

Bodensteiner, Carrie E.
Four Perspectives on Second Language Development.

PUB DATE- 25 Jul 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *English (Second Language); *Language Acquisition; *Language Research; *Learning Processes; Limited English Speaking; Psycholinguistics; Research Methodology; *Second Language Learning; Second Languages; Sociocultural Patterns; Sociolinguistics

An analysis of literature on second language learning identifies four approaches in the literature, each of which can make a unique contribution to the understanding of the second language learning process, particularly as it pertains to limited-English-proficient students. The four approaches are explained and illustrated with examples from the research literature. The approaches are: (1) the foreign language approach, which focuses on explicit classroom learning, especially for older learners; and which views language as a curriculum rather than as an abstract system or creative process with research being theory-driven; (2) language acquisition, which stresses metacognition and interdependence of first- and second language tasks; (3) psycholinguistic, viewing language acquisition as use and development of cognitive processing skills; and (4) sociocultural, which pays particular attention to the social nature of language use and learning. Contains 40 references. (MSE)

ED 383 187 FL 022 984

Inman, Julie E., Comp.; LaBouve, Robert, Comp.
The Impact of Education Reform: A Survey of State Activities.
PUB DATE- Dec 94
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reference Materials - Geographic Materials (133)
DESCRIPTORS- Change Strategies; *Educational Change; Language Enrollment; Language Teachers; Professional Occupations; *Second Language Instruction; State Agencies; *Statewide Planning; Teacher Shortage; Testing
IDENTIFIERS- Foreign Language Assistance Program; United States

This paper offers a State-by-State listing of the impact of foreign language teaching reform in the United States. Information for each State includes enrollments; foreign language assistance program (FLAP); systemic reform; standards, testing and assessment; agency or department restructuring and reorganization; and effect on foreign languages, English as a Second Language, and disciplinary specialists. This 1994 edition of the Joint National Committee for Languages (JNCL) and National Council of State Supervisors of Foreign Languages (NCSSFL) originally received only 38 responses; diligent effort completed the report for all 50 states. It is noted that much of the change brought about by reform has been viewed as positive, yet concerns were expressed about additional job responsibilities, threatened current positions, and elimination of foreign language consultant positions. Funding and teacher shortages, improper use of educational technology, and competition with other disciplines are discussed. Staff change results are presented in actual numbers, charts, and graphs. (NAV)

ED 382 777   CE 068 829

Reemployment Act and WARN: Helping Workers Make Successful Transitions. Hearing on Authorizing Funds to State and Local Governments To Provide Job Search Assistance, Career Counseling, Skills Assessment, and Job Training Referral for Permanently Laid-Off Workers and Long-Term Unemployed Individuals before the Subcommittee on Labor of the Committee on Labor and Human Resources. United States Senate, One Hundred Third Congress, Second Session.

PUB DATE- 26 Jul 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Dislocated Workers; Employment Practices; Employment Programs; Federal Legislation; *Federal Programs; Hearings; *Job Layoff; *Job Training; Labor Needs; *Retraining; *State Programs
IDENTIFIERS- Congress 103rd; Proposed Legislation; *Worker Adjustment and Retraining Notification Act

This document contains the oral and written statements of witnesses who testified at a hearing on the Reemployment and Retraining Act of 1994 and the WARN Worker Adjustment and Retraining Notification Amendments Act. Witnesses included Senator Howard Metzenbaum of Ohio, several union and public employment program officials from several states, and several dislocated workers. Additional material submitted for the report includes questions submitted by Senator Metzenbaum to several state and federal officials, a summary of a publication of the Association of Outplacement Consulting Firms International, and several communications to local officials. The witnesses testified about the need for a one-stop service that would link dislocated workers with unemployment benefits, job retraining programs, income-replacement during retraining, and social services programs. Several examples of local and state programs were described. Witnesses also stressed the need for early warnings about plant and office closings so that agencies and workers can prepare for retraining and career change. (KC)

ED 382 833 CE 068 960

VanLandingham, Paul
A Plan for the Use of Distance Education Delivery Systems Options To Link Culinary Programs at Johnson and Wales University.
PUB DATE- Jun 93

NOTE- 124p.; Applied doctoral Research Project, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Delivery Systems; *Distance Education; Educational Innovation; Educational Research; Feasibility Studies; Food Service; *Foods Instruction; Higher Education; *Interactive Television; Needs Assessment; Occupational Home Economics
IDENTIFIERS- Johnson and Wales University RI

Johnson and Wales University (J&W) found a need to deliver a culinary curriculum at the branch campuses (located in Charleston, South Carolina; Norfolk, Virginia; North Miami, Florida; and St. Maarten, Netherland Antilles) equivalent to that offered at the Providence (Rhode Island) campus. A research project studied what delivery system options were available, what the best option for J&W was, how J&W could use distance education to meet the university's needs, and how a distance education option could be introduced to administration. Data collection involved the following methods: a literature review; attendance at workshops and conferences to identify various options available; consultations and interviews with experts in distance education; viewing existing programs; internal consultations with faculty and administration to determine perceived needs; communications with vendors; plan development; and presentation to the university planning committee. A questionnaire was distributed and collected at the conclusion of the presentation; results were used to make revisions to the implementation strategy. A copy of the completed plan for the use of distance education delivery systems was submitted to J&W's president. The plan linked all branch campuses of J&W. The recommendation was to implement a two-way interactive television system that would link all branch campuses. (Appendixes include a 101-item bibliography, questionnaire, the plan presented to the president, and cost factors for compressed video and satellite broadcasting.) (YLB)

ED 382 853 CE 068 996

Kinsley, Carol W., Ed.; McPherson, Kate, Ed.
Enriching the Curriculum through Service Learning.
PUB DATE- 95
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; Adult Education; *Community Involvement; Curriculum Development; *Curriculum Enrichment; Program Descriptions; *Public Service; School Business Relationship; *School Community Relationship; Secondary Education; Staff Development; *Student Participation; Vocational Education
IDENTIFIERS- School Culture; *Service Learning

In this practical guide to service learning, 21 contributors describe specific service-learning projects that have enhanced the curriculum in schools across the United States and that have improved student learning in the process. In the Foreword, U.S. Secretary of Education, Richard W. Riley, encourages schools to incorporate service learning into the curriculum. An introduction, "Changing Perceptions to Integrate Community Service Learning into Education" (Kinsley, McPherson) describes the roots of service. Part I on community service learning as a vehicle for active learning contains four chapters: "Literature in Language Arts: Quilting Lessons in the School Curriculum" (Keenan); "Inclusion and Community Service Learning: A Partnership" (Chamberlain); "Social Studies Moves into the Community" (Fellows); and "The Need to Consider Service Learning in Developing Future Vocational Education Programs" (Silcox). Five chapters in Part II focus on changing the culture of the school through service learning: "Community Service Learning Is a Foregone Conclusion at the Lincoln Elementary School" (Boorstein); "Creating a School and Community Culture to Sustain Service Learning" (Allam); "How Do We Make a Difference in Our School and Community?" (Solo); "High School: Service Learning and a Caring School Community" (Reeder); and "Service Learning Honors Cultural Diversity" (Roberts-Weah). Part III has three chapters on service experiences that encourage teachers to facilitate learning: "Middle School: Intergenerational Experiences Support Teaching and Learning" (Laplante); "Enhancing Peer Mediation through Community Service Learning" (Messina); and "Students Take the Lead in AIDS Education" (Coar). Part IV focuses on the school as community partner: "Vision for the 21st Century: Seamless Relationship between School and Community" (Negroni); "Schools and Business Benefit Mutually through Service Learning" (Bookey); "Schools and Community-Based Organizations: Partnerships Based on History" (Jackson); and "Youth Corps Makes Middle School Connection" (Harkavy). Part V on reflection contains two papers: "Reflection as a Tool for Turning Service Experiences into Learning Experiences" (Toole, Toole) and "Conclusion: Challenges for the Future" (McPherson, Kinsley). Part VI contains these service-learning resources: lists of community service learning centers, national organizations, and resource books and other materials; description of "The Service Learning Planning and Resource Guide"; and standards of quality for school-based service learning. (YLB)

ED 382 892   CG 026 214

Solberg, Carole
Creating a Positive Place Called School. Issues, Strategies and Resources: Elementary School Counselling.
PUB DATE- Oct 94
NOTE- 111p.
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Counseling Services; *Counseling Techniques; Counselor Training; *Elementary Education; Foreign Countries; Guidance; Guidance Programs; *Pupil Personnel Services; Pupil Personnel Workers; *School Counseling; *School Counselors
IDENTIFIERS- Edmonton Public Schools AB

This handbook is for counselors, teachers, and administrators involved in administering or delivering elementary school counseling services. It describes Alberta Education's position on counseling in Alberta (Canada) primary schools. It also provides a source of practical ideas and resources for elementary school educators to enhance the delivery of programs and services as an integral component in a child's schooling. The handbook is divided into four parts with appendices. Part 1 deals with some key components of counseling programs and services at the elementary school level and suggests steps to set up a comprehensive program and services. Part 2 focuses on various issues that face counselors and others on the student support team, including abuse, academic performance, death and loss, misbehavior, etc. Part 3 outlines selected strategies to help resolve the issues. Part 4 is an annotated compilation of resources used successfully by counselors in Alberta schools. The appendices contain sample forms that may be used in elementary school counseling. (JE)

ED 382 912 CG 026 257

Laird, Joanne

Survival Guide for Class and Club Advisers.

PUB DATE- 95
NOTE- 54p.
LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *After School Programs; Ancillary School Services; Class Activities; Clubs; Planning; *Program Development; Program Guides; School Recreational Programs; Secondary Education; Student Development; *Student Organizations
IDENTIFIERS- *Advisers

The adviser's job is difficult; turnover for new activity directors and class or club advisers is high. This guide was prepared to help new high school advisers face the many demands they will encounter. Although initially prepared with a specific school district in mind, it includes practices, procedures, forms, and ideas that could be used by advisers at any high school. The manual contains seven chapters. Chapter 1 attempts to orient the new adviser by explaining the purpose of high school activities, the benefits of activities, and answers some common questions on student involvement. The second chapter lists some of the qualities that make a good adviser, while chapter 3 outlines the mechanics involved in year-long planning and in individual activity planning. The next chapter gives some general guidelines for getting started. The fifth chapter contains lists of suggested activities for each month of the school year. Chapter 6 explains the guidelines needed for successful fund raising and lists types of fund raising that are possible. The last chapter features numerous activities forms, such as request forms and evaluation forms, which are reproducible. (RJM)

ED 382 934 CS 012 145

Johnson, Hans H.; And Others
Readability Study of Client Health Education Materials: A Resource for Assuring the Effectiveness of Written Materials.
PUB DATE- May 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Content Analysis; *Health Education; *Health Materials; Information Needs; Public Health; *Readability; *Reading Materials; Reading Research

IDENTIFIERS- *Health Communication; North Carolina; SMOG Readability Formula

A study assessed the readability of health education pamphlets and booklets distributed to local health department clients in North Carolina through their maternal health, child health, and family planning clinics. The materials analyzed came from various vendors, but excluded materials developed by local and state public health staff. The sample included 424 client-directed materials. Data included frequency of commonly used words, frequency of long words, variety of sentence types, overall length, target population, and content focus. The three main scores used to assess readability were reading level, "mortar" (a ratio of commonly used words to concept words); and an overall rating. Results indicated that: (1) the values for reading level, mortar, and overall rating across all three clinics were very similar; (2) more materials distributed via the maternal health clinics were in line with recommended criteria; (3) materials distributed via family planning clinics fared the best overall; but (4) only 15.4% of all of the materials supplied to local health departments by commercial and not-for-profit vendors met the recommended criteria. Recommendations for improvement include: clearly state the purpose for using the material; achieve a reading level not lower than grade 5.0 or higher than grade 7.9; vary sentence length; define specialized vocabulary; and pretest the pamphlet or booklet with a sample from the target population. (Contains 26 references and 13 tables of data. Appendixes, which constitute more than half the study, present information on all materials analyzed, a list of vendors, a description of the SMOG Readability formula, standard pretest questions, and a discussion of how to determine clients' information.) (RS)

ED 382 954 CS 214 832

Formo, Dawn M.

Becoming Literate in the Employment Line: Graduate Students' Strategies for Job Placement.

PUB DATE- Mar 95
NOTE- 5p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employment Interviews; Employment Opportunities; *Higher Education; *Job Applicants; Job Application; *Job Search Methods; Portfolios (Background Materials); *Rhetoric; *Writing (Composition); Writing Teachers
IDENTIFIERS- *Professional Concerns

The job search for assistant professors in the area of composition and rhetoric may be divided into four phases: the application, the interview at the professional conference, the campus interview, and the formal job offer. Following an introductory section which speaks to all phases of the process, this paper concentrates on the latter part of the interview process. It offers the following practical advice: (1) subscriptions or access to the "MLA Job Information List" and the "Chronicle of Higher Education" should be secured by September; (2) have a member of the faculty unfamiliar with the applicant's work review his or her credentials; (3) spread the net wide in the job search--apply to many schools from a wide geographic area; (4) know that the application process is expensive ($250); (5) request that the department provide a mock interview; (6) know that interviews may be requested only days before they are to occur; (7) review university catalogues; (8) prepare questions for interviewers; (9) anticipate questions from interviewers, such as how does teaching inform research and vice versa; (10) request a copy of the interview itinerary; (11) clarify who is covering travel expenses; (12) anticipate interviews with the vice president of academic affairs and department faculty and a classroom presentation; (13) request interviews with the director of human affairs to discuss benefits; (14) prepare a teaching portfolio; and (15) do not accept an offer over the phone--request it in writing. (TB)

ED 382 972 CS 214 854

Seitz, James E.
Personal Voice in Stories of Teaching.
PUB DATE- 23 Mar 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Autobiographies; Content Analysis; Creative Writing; *Literary Devices; *Narration; *Personal Narratives; Writing Instruction; Writing Research
IDENTIFIERS- *Voice (Rhetoric)

A story told about soliciting comments and criticisms from students during a class one day reveals a number of disturbing techniques used in academic story-telling. Such story telling, which has become increasingly common in academic teaching/writing journals of late, creates the deceptive impression of sincerity and intimacy. In this case, the instructor himself discovers calculated maneuvers in his own story telling, which underscores how inherent they are to the genre. For example, the narrator in this story, by adopting an easy-going tone admitting to fallible traits like planning classes at the last moment, immediately establishes a rhetoric of disclosure, an ethos of sincerity that hopes to have the effect of relaxing the reader's guard. It should be noted further that the narrative contains no quotations; all student responses are filtered through the narrator. This limited perspective can only be acceptable if a person is naive enough to trust the narrator entirely--a strategy that all students have been taught since high school to relinquish. Also, the narrative bunches students into two groups--those who resist the teacher and those who do not. Finally, the narrative exhibits a profound lack of narrative detail. Stories of the classroom couched in a "personal voice" may be accessible, but to the voice more than to the classroom. (TB)

ED 382 993 CS 214 880

Groppe, John D.
The Writing Classroom as a Spiritual Site of Composing.

PUB DATE- Mar 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Higher Education; *Religion; *Religious Factors; Student Needs; Undergraduate Students; *Writing (Composition); Writing Assignments; *Writing Instruction
IDENTIFIERS- *Spirituality

The academic setting for many students is frightening, but it is especially so for students with a strong religious background. For such students, the academic atmosphere is, at best, not neutral but empty of teachers and classes that would encourage them to deepen their religious resources. In a "Point of View" essay in the "Chronicle of Higher Education," Professor Robert N. Sollod called the current curriculum of American colleges and universities "the hollow curriculum" as "American universities now largely ignore religion and spirituality." That may be the best situation religious students encounter. More often they encounter an environment hostile to religion. What writing instructors, especially, must do at this junction is learn how to deal with ideas and experiences that are vital to a good number of their constituents. They must recognize and appreciate the range and variety of verbal forms that reflect and constitute what William James called the varieties of religious experience. Prophetic discourse would be one of these verbal forms. The prophetic genre is both a crystallization of and the impetus for such forms as personal testimonies or autobiographies, lyrical meditation, and songs that appropriate or develop religious symbols. Expressive discourse can be used as a means of building the kind of premises and connections among a group of students that is necessary for good persuasive discourse. Contains seven references. (TB)

ED 383 070 EA 026 723

Johnson, David, Ed.
Educational Management and Policy: Research, Theory and Practice in South Africa. Bristol Papers in Education. Comparative and International Studies: 4.
PUB DATE- 95
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010), Reports - Research/Technical (143)
DESCRIPTORS- *Educational Administration; *Educational Change; *Educational Planning; *Educational Theories; Elementary Secondary Education; Foreign Countries; Government School Relationship; *Participative Decision Making; Policy Formation; Professional Development; School Desegregation; Theory Practice Relationship
IDENTIFIERS- *South Africa

This book contains a collection of papers written by students involved in the Educational Management Project for South Africa. The project was established to introduce selected South Africans to theories and practices in educational management in an international comparative context. The papers focus on priorities for educational change and restructuring in South Africa. In particular, the themes include issues in the management of education, policy formation, and educational improvement. Following the foreword by the Norwegian ambassador to the United Nations, Martin Huslid, and the introduction by David Johnson, the papers are as follows: (1) "Educational Decentralisation and Participation" (Yusef Sayed and Debbie Fletcher); (2) "Policy Perspectives on Educational Governance--A Critique" (Fred Barron and Michael Crossley); (3) "The Efficacy of Paired Reading in South African Primary Schools" (Dickie Smith and David Johnson); (4) "Teacher Involvement in Decision Making" (Baatile Poo and Eric Hoyle); (5) "Integrating the Schools: A View from the Classroom" (Sivan Pather and David Johnson); (6) "Management Development Support for Head Teachers of Secondary Schools" (Phuti Tsukudu and Peter Taylor); (7) "Approaches to Head Teacher Training" (Cindy Mashinini and Bob Smith); (8) "The Technikon in a Democratic South Africa" (Redvers Miller); and (9) "An Annotated Bibliography of Educational Research on South Africa, 1980-1993" (John Chalufu and David Johnson). Each article contains references. (LMI)

ED 383 127 EC 303 938

McManus, Marilyn, Ed.
Family-Professional Collaboration . Focal Point. Volume 9, Number 1, Spring 1995.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Agency Cooperation; Community Programs; Community Services; Coordination; *Emotional Disturbances; *Family Involvement; Family Programs; *Mental Health Programs; Parent Participation; Psychiatric Services; Psychological Services; Social Services; *Teamwork
IDENTIFIERS- *Empowerment

This newsletter theme issue discusses collaboration between professionals and families whose children have emotional disorders. Background information is provided on the concept of empowerment and the development of collaboration as a principle for delivering services. Factors that lead to empowerment and barriers experienced by families are addressed. Information is also provided on: the Vanderbilt Family Empowerment Project in Tennessee, which developed a parent group curriculum and research program to study the effects of family empowerment; a University of Kansas project at the Beach Center on Families and Disability to define, measure, and evaluate family-centeredness of services targeted toward children and their families; the University of Vermont's Family/Professional Collaboration Project to promote family and professional collaboration at all levels of planning, service delivery, and policymaking for children with special health needs; the Multnomah County Partners Project in Portland, Oregon, to coordinate community-based services for children who are receiving services from two or more government systems; and upcoming projects of the Research and Training Center of Portland (Oregon) State University. Parents' perspectives on these collaborative efforts are provided. (SW)

ED 383 208 FL 023 008

Ishikawa, Luli

English/Japanese Professional Interpretation: Its Linguistic and Conceptual Problems.

PUB DATE- 95
NOTE- 19p.; For complete volume, see FL 023 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Contrastive Linguistics; Cultural Differences; Discourse Analysis; *English; *English for Special Purposes; Foreign Countries; Grammar; *Interpretive Skills; *Japanese; *Language Processing; Language Research; Languages for Special Purposes; Linguistic Theory; Scientific Research; Technology; Time; *Translation
IDENTIFIERS- *Simultaneous Interpretation

A study of simultaneous interpretation from Japanese to English focused on problems inherent in simultaneous language processing. Data were drawn from a discussion session at an international conference of physicians concerning nuclear war. Transcription of the Japanese source text (romanized), English product, and a gloss of lexical equivalents in Japanese (all appended here) were analyzed for syntactic differences, ear-voice span, lexical use, grammar, discoursal links, flow of discourse, and professional techniques for dealing with slips, errors, or unpredictable development of discourse logic. The interpreter's command of the languages and experience in translation were determined to be adequate. Problems arising in the interpretation are found in five categories (ear-voice span; lexical errors/mistakes; differences between structures in Japanese and English; sentential errors; and discoursal errors) and discussed at the linguistic and sociolinguistic levels. It is concluded that Japanese/English simultaneous interpretation requires greater awareness of discoursal and cultural differences between the two languages. It is suggested that further investigation into this aspect of translation be undertaken, particularly in Japanese-to-English translation, and that translator training incorporate these aspects of language processing as well as the technical elements of translation. (Contains 10 references.) (MSE)

ED 382 796 CE 068 871

Bowman, Harry L.

Technical School Accreditation: A Model for Institutional Quality Assurance.

PUB DATE- Nov 93
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993). For a related paper, see CE 068 875.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accreditation (Institutions); Educational Quality; *Evaluation Methods; *Institutional Evaluation; Models; Quality Control; Technical Education; *Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Commission on Occupational Education Institutions; Outcome Based Education; *Quality Assurance

Since 1971, the Commission on Occupational Education Institutions (COEI) of the Southern Association of Colleges and Schools has been responsible for developing, field testing, and refining policies and procedures for accrediting postsecondary technical or occupational education institutions. At present, the COEI's accreditation procedure is a two-stage process consisting of intensive self-study by school-affiliated personnel to measure progress toward achieving stated objectives and onsite evaluation of the school by a visiting team of professional educators and specialists who are sometimes accompanied by laypersons. The following are among the significant quality assurance aspects of the COEI accreditation process: (1) the policies and standards used as the basis for evaluating institutions were developed and are periodically modified by occupational education specialists with expertise in all facets of such schools' operations/programs; (2) the types of personnel involved in evaluating occupational schools/programs contribute to the assurance of educational quality; (3) the procedures applied in the accreditation process emphasize qualitative assessment; (4) the evaluation focuses intensively on the processes and products of educational programs; and (5) the decision to accredit an occupational education institution is based on aggregate evidence that the institution is in compliance with COEI policies and standards. A flow-chart showing the accreditation process is included. (MN)

ED 383 188 FL 022 985

Ravetta, Marcia Kent; Brunn, Michael

Language Learning, Literacy, and Cultural Background: Second Language Acquisition in a Mainstreamed Classroom.

PUB DATE- Apr 95

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cultural Influences; Educational Environment; Elementary Education; Elementary School Students; English (Second Language); Language Research; *Mainstreaming; *Peer Influence; *Second Language Learning; Spanish Speaking

This study presents direct observation of a 7-year-old, native Spanish-speaking female learning English in a mainstreamed first and second split classroom. Subject is described in the school setting, and it is shown how she worked, what she did during the mornings, how she responded to commands and directions, and how and with whom she communicated and socialized. The premise was that the subject's use of language with other Spanish-speaking children influenced her learning and that she relied on and used different techniques, such as code-switching, to communicate and make herself understood. Findings illustrate how the subject learned a second language as a secondary action while engaged in primary classroom learning activities other than formal language instruction. It was found that the degree of proficiency that the subject reached correlated with the English language that was used exclusively at the school setting and was mainly context specific; the help and assistance of a close friend; and the one-on-one assistance received for half an hour every day to help her develop her language skills. Socialization played a major role in the acquisition of the second language. (Contains 27 references.) (NAV)

ED 382 815   CE 068 916

Hargroder, Margaret
Measures and Minimum Standards for Achieving Sex Equity in
Louisiana Vocational Education: A Position Paper.

SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge.
Office of Vocational Education.
PUB DATE- 5 Mar 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120)
DESCRIPTORS- Compliance (Legal); Educational Legislation;
Educational Policy; *Educational Practices; Federal
Legislation; *Nontraditional Students; Postsecondary Education;
Program Evaluation; *Program Implementation; Secondary
Education; Sex Discrimination; *Sex Fairness; State
Legislation; *State Programs; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990;
*Louisiana

The Louisiana Program Plan for the Administration of Vocational Education calls for assessing the state's progress in meeting the sex equity purposes of the Carl Perkins Vocational and Applied Technology Education Act and evaluating the effectiveness of programs and activities supported by the need for sex equity. Criteria for selecting sex equity measures and standards include the following: (1) the measures serve both directly to measure sex equity and indirectly to measure results of institutional and system practices for sex equity; (2) the measures indicate equity between genders, as opposed to efforts to upgrade programs as a whole; (3) the measures encompass the total range of vocational educational efforts; (4) the measures apply to both secondary systems and postsecondary institutions; and (5) statistical data collection by institutions and systems need not be altered. Measures that can be used for assessment include rates of enrollment of nontraditional gender students in vocational programs, rates of program completion for such students, rates of job placement for the students, and other rates of student achievement such as skill achievement. The plan should foster positive steps to reach the minimum standards by the end of the funding period of the act. Measures focus on progress toward sex equity, not comparisons among educational units, and where units are falling short, positive suggestions should be made to assist institutions in overcoming deficiencies and implementing strategies to attract, teach, and place nontraditional gender students. (Contains 26 references.) (KC)

ED 383 012 CS 508 919

Partridge, Susan
The Inclusion of E-Mail in Our Teaching: A Discussion.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; *Educational Technology; *Electronic Mail; Elementary Secondary Education; Literacy; Program Descriptions; Program Development; Program Effectiveness; Teacher Participation; *Technological Advancement
IDENTIFIERS- *Educational Issues

Educators are successfully incorporating electronic mail into elementary and secondary classrooms. This paper refers to an article by Hugh Barr which describes a variety of instructional programs that use electronic mail as part of the social studies curriculum. Barr notes that essential components of interschool e-mail are purpose, structure, and a clear time frame within which to work. Barr also notes that the focus of electronic mailing projects is on the process rather than the content. Legitimate warnings concerning the use of e-mail must be heeded--commercialism must be avoided, teachers must be involved in development and properly trained in the technology, and the content of e-mail messages must be kept above the mundane. Ernest Boyer, the president of Carnegie Foundation for the Advancement of Teaching, has released a blueprint of a "Basic School" in which literacy is the first and most essential goal. Educators should keep open minds about the wonders of technology and should thoroughly investigate the pros and cons of using it in their particular situations. Teachers should be thoroughly aware of, and thoroughly prepared for, dealing with all ramifications of e-mail before undertaking it. Teachers should also read reputable educational periodicals which can stimulate thought about current educational concerns, and exercise their voting rights and vote for legislators who are truly interested in seeing that the best education possible is provided for students. (RS)

ED 383 031   CS 508 944

Watt, Willis M.

Conflict Management: Using the Thomas-Kilmann Conflict Mode Instrument To Assess Levels of Learning in the Classroom.

PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; College Students; Communication Research; Conflict; *Conflict Resolution; Higher Education; *Instructional Effectiveness; *Sex Differences
IDENTIFIERS- *Conflict Management; *Thomas Kilmann Conflict Mode Instrument

A study determined if an individual's approach to conflict management could be altered by completing a college conflict resolution class. Subjects enrolled in a 3-hour, 16-week college conflict resolution course at a medium-sized, midwestern university. The pretest condition consisted of 15 females and 13 males, of whom 10 were undergraduate and 18 were graduate students. The posttest condition consisted of 14 females and 11 males, of whom 10 were undergraduate and 15 were graduate students. The Thomas-Kilmann Conflict Mode Assessment form was used as pre- and post-test measure of subjects' perceived response to conflict situations. Results indicated that: (1) subjects shifted toward a preference in using a collaborative management style but still continued to use competing and compromising management styles; (2) an overall gender effect existed in the shift of perceived management style; and (3) more educated group placed less reliance on avoidance than the less educated group. (Contains nine references and four tables of data.) (Author/RS)

ED 383 051 EA 026 674

Master Plan for Tennessee Schools, 1995: Preparing for the 21st Century.

PUB DATE- 95
NOTE- 21p.; For 1993 report, see ED 366 042.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Early Childhood Education; Educational Assessment; Educational Finance; *Educational Objectives; Educational Technology; Elementary Secondary Education; *Master Plans; Professional Development; School Safety; State Action; State Legislation; *Statewide Planning
IDENTIFIERS- *Tennessee

The Tennessee State Legislature passed the Education Improvement Act (EIA) in 1992, which established the Basic Education Program (BEP) as the funding formula for providing adequate, equitable, and sustainable school funding. This document presents the 1995 Master Plan for Tennessee Schools, which focuses on the priority issues that must be addressed to fulfill the promise of the EIA. The plan is consistent with the Goals 2000 legislation and addresses each of the eight national goals. The plan also addresses recommendations made by the Tennessee Business Roundtable. The plan sets the State Board of Education's priorities and defines an environment in which local school systems and the state can work for improvement. The plan focuses on nine key areas, sets goals for those areas, identifies strategies to achieve the goals, identifies new costs to implement the strategies, and notes measures of progress for each goal. In support of the plan, the board has developed an action plan outlining actions for the board and Tennessee General Assembly. A detailed work plan has also been developed. The goals, strategies, and current status of the following areas are highlighted: early childhood education, primary and middle-grades education, high school education, educational technology, professional development and teacher education, accountability/assessment, school leadership and school-based decision making, school safety, and funding. (LMI)

ED 383 108   EA 026 766

Young, Timothy W.
Public Alternative Education: Options and Choice for Today's Schools.
PUB DATE- 90
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Continuing Education; *Educational Innovation; Elementary Secondary Education; *Instructional Innovation; Magnet Schools; *Nontraditional Education; Nontraditional Students; Open Education; Program Effectiveness; *Public Schools; *Special Needs Students; Student Needs; Vocational Education

As educators try to make schools more responsive to the diverse needs of students, public alternative schools are becoming increasingly investigated as viable and necessary options. This book provides an overview of public alternative education in the United Sates. Following the foreword by Robert D. Barr, acknowledgements, and the introduction, chapter 1 outlines the historical background of alternatives in public education. Chapter 2 offers the rationale for variety and choice in public schools. The third chapter analyzes the effectiveness of public schools of choice. Six exemplary public alternative schools and programs are described in detail in chapter 4. Each of the schools and programs represents a different option: a learning center, a continuation school, an open school, a school without walls, a school-within-a-school program, and a magnet elementary program. Chapter 5 describes the attempts of Yakima, Washington, to serve at-risk students. The future of public alternative education is speculated upon in the final chapter. It is emphasized that such programs, having proved successful with otherwise neglected at-risk students, can and must be expanded in the coming years. (Contains 140 references.) (LMI)

ED 383 148 EC 303 972

Lloyd, Dennis
Education's New Pole-Sitter: Brain-Compatible Theory and Integrated Thematic Instruction.
PUB DATE- 7 Apr 95
NOTE- 19p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; Cooperative Learning; *Developmental Disabilities; Educational Philosophy; *Educational Principles; Elementary Secondary Education; Feedback; *Learning Theories; Mastery Learning; *Neurology; Personal Autonomy; *Thematic Approach; Time Factors (Learning); Trust (Psychology)

This paper focuses on the elements of brain-compatible learning theory and instruction, noting its significance for students with developmental disabilities. The paper proposes a learning program for children (with and without disabilities) which is "brain-compatible," defined as "absence of threat." Eight elements are seen as critical in implementing a brain-compatible learning theory, and a variety of teaching principles are offered to support the first five elements. The eight elements are: (1) trust (suggestions cover ways to build classroom trust); (2) choices (ways to encourage authentic achievement in students); (3) meaningful content (ways to integrate the curriculum and maximize real world experiences); (4) adequate time (ways to help students construct meaningful schema and meet individual needs); (5) enriched environment (ways to design an enriched but focused classroom); (6) collaboration; (7) immediate feedback; and (8) mastery. (Contains 14 references.) (DB)

ED 383 167 FL 022 900

Tichenor, Stuart

Technical Writing and International Students: Addressing Special Needs with Teaching Materials.

PUB DATE- Dec 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Assignments; Class Activities; Cultural Context; Cultural Differences; *English (Second Language); Expectation; *Foreign Students; Instructional Materials; Limited English Speaking; *Media Selection; Second Language Instruction; *Student Needs; *Technical Writing; *Writing Instruction

The selection and use of instructional materials to develop technical writing skills in limited-English-proficient foreign students are discussed. Focus is on the influence of cultural differences in second language learning and the need for instructional materials that accommodate these differences. The first section examines American expectations of second language learners in the classroom, reviews research on acculturation and second language learning, and communication standards in the workplace. The last portion of this section emphasizes the importance of audience analysis in technical writing and suggests that foreign students be taught through comparison of different versions of the same text. The second section presents a rationale for use of supplementary instructional materials for this population, based on rising enrollment and the inadequacy of currently available materials. The third section outlines sample assignments that use the comparative approach to technical writing skill development, two letter-writing exercises and an exercise in formulating topic sentences for paragraphs. (Contains 22 references.) (MSE)

ED 383 230 FL 800 892

Jones, Douglas; And Others
Workplace Basic Skills from Beginning to End (Overview, Needs Analysis, Marketing/Recruitment, Workforce Assessment, Curriculum, Instruction, Evaluation).
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Competency Based Education; Course Content; *Curriculum Development; Definitions; Language Tests; *Literacy Education; Marketing; Needs Assessment; *Program Design; *Program Evaluation; Reading Tests; Second Language Instruction; Standardized Tests; Student Evaluation; Student Recruitment; Teacher Characteristics; Teacher Effectiveness; Visual Aids; *Vocational English (Second Language); Writing Evaluation

The materials, visuals to accompany a presentation on development of workplace literacy programs, include: a definition of workplace literacy; flow chart for basic skills program development; definition of workplace education needs assessment; list of topics for interviewing trainers, supervisors, management personnel/HR, safety, union/labor representatives and worker, in developing a workplace literacy program; checklist of materials to collect in organizing program content; notes on the readability of written materials; form for analyzing job tasks in terms of basic skills needed, core literacy skills, and related terms, materials, and situations; list of program marketing and recruitment activities; comparison of advantages of mandatory and voluntary worker literacy assessment, and of company-wide assessment versus assessment based in department or shift; notes on use of standardized versus customized assessment instrument; list of tests available to assess ESL, reading/writing, and math skills; excerpt from an assessment report; definitions of competency (general) and a competency (specific); list of characteristics of a customized curriculum; list of competencies and syllabus for a high-beginner-level ESL course for production workers; characteristics of a quality workplace instructor; and chart outlining purpose and data-gathering methods for four levels of program-based evaluation (reaction, learning, transfer of learning, organizational impact). (MSE)
(Adjunct ERIC Clearinghouse on Literacy Education)

ED 382 778 CE 068 830

Reemployment and Retraining Act. Hearing on Examining Provisions of S. 1964, Authorizing Funds to States for Worker Reemployment and Retraining Programs before the Committee on Labor and Human Resources. United States Senate, One Hundred Third Congress, Second Session.
PUB DATE- 12 May 94
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Dislocated Workers; Employment Practices; *Employment Services; *Federal Legislation; Hearings; Job Training; Labor Needs; *Retraining; State Programs
IDENTIFIERS- Congress 103rd; Proposed Legislation

This document records the oral and written testimony of witnesses who testified at a Senate committee hearing concerning authorizing funds to states for worker reemployment and training programs. Witnesses included the following: Senators Claiborne Pell, Nancy Kassebaum, and Edward Kennedy; top officials from several major corporations; and several federal, state, and city officials involved in labor retraining and employment programs. The testimony generally supported the proposed legislation, which would create one-stop retraining and employment services for dislocated workers. An executive from a large private corporation headquartered in Germany testified that in Germany, all companies provide training, but that in the United States few companies provide training because trained workers could go to other companies that do not provide training. He supported one-stop employment centers and financial incentives for companies to provide training for workers to encourage more companies to do so. (KC)

ED 382 873 CE 069 061

The Training Decision: Training in the Private Sector.

PUB DATE- Apr 89
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Corporate Education; Employer Attitudes; *Employment Practices; Foreign Countries; Government Role; Job Skills; *Job Training; *Labor Force Development; *Private Sector; Retraining
IDENTIFIERS- Ontario

A study was undertaken to examine the factors that influenced the decision of firms to provide training for their employees. It also identified the types of training provided, how the training function was organized and administered within firms, and the extent to which firms provided formal training programs for their employees. The study was based on 100 indepth interviews with Ontario (Canada) firms that were engaged in formal training programs for their employees in 1987 and a mail survey of a sample of all firms in Ontario (563 usable responses from an initial sample of 2,394). Most firms that provided formal training programs viewed training as a necessary part of doing business. Their primary objective was to gain a competitive edge by improving the performance of their employees and their ability to adapt to new technologies. Firms that train gave the managerial, supervisory, and sales groups the highest priorities for training programs. The majority of firms filled job vacancies by recruiting qualified workers in the external labor market and prepared them with short-term training programs. Most training programs provided by private sector firms were shorter than 2 weeks in length and concentrated on providing specific skills. Responsibility for planning, budgeting, delivery, and evaluation of training programs was generally not highly structured and tended to be delegated to departmental or branch managers within firms. (The survey methodology is appended.) (YLB)

ED 382 893 CG 026 215

Ainsworth, Martha; And Others
The Impact of Female Schooling on Fertility and Contraceptive Use: A Study of Fourteen Sub-Saharan Countries. Living Standards Measurement Study Working Paper No. 110.
PUB DATE- 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Birth Rate; *Contraception; Elementary Secondary Education; *Family Planning; Females; Foreign Countries; Infant Mortality; Multiple Regression Analysis; Rural Urban Differences; *Womens Education
IDENTIFIERS- Botswana; *Fertility; Kenya; Zimbabwe

This paper examines the relationship between female schooling and two behaviors--cumulative fertility and contraceptive use--in 14 Sub-Saharan African countries where Demographic and Health Surveys (DHS) have been conducted since the mid-1980s. Using multivariate regression analysis, the paper compares the effect of schooling across countries, in urban and rural areas, and across different cohorts of women. The results show a negative correlation between female schooling and fertility in virtually all of the countries. Female primary schooling has a negative relation with fertility in about half of the countries and no relation in the other half. Secondary schooling is universally associated with lower fertility, and the strength of the effect increases with the years of schooling. Among ever-married women, husband's schooling has no significant relation with fertility in one-third of the countries and, when both women's and men's schooling matter, women's schooling exerts a much larger negative effect on fertility than men's schooling. Even low levels of female schooling are found to have a positive relationship with contraceptive use, but higher levels of schooling have a greater effort. Botswana, Kenya and Zimbabwe were found to have the highest levels of female schooling, lowest child mortality rates and the most vigorous family planning programs. (JE)

ED 382 913 CG 026 258

Fenwick, Tara; Parsons, Jim
Who Is Steven Covey, and What Can We Learn from Critically Analyzing His Work?
PUB DATE- May 95
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Change; Christianity; *Critical Reading; Criticism; *Evaluation; Feminism; Habit Formation; Individual Development; *Religious Factors; *Self Help Programs; Self Management; *Self Motivation
IDENTIFIERS- *Covey (Steven); Critical Pedagogy; Poststructuralism; Spirituality; *Spiritual Values

This paper adopts a Christian perspective in a self-reflexive analysis of Steven Covey and his popular self-help book, "The 7 Habits of Highly Effective People." It opens by giving a brief overview of the author, describes his guiding idea of "principle-centered learning," and then discusses the book's spiritual foundations. Addressed next is an explanation of why a critique of Covey's book is important. Described here is how the critique took form and the different view points, such as that of the post-modernist critiques, that were adopted. It was initially hoped that Covey's book could be used to set up a critical framework that might adjudicate pop bestsellers that used spirituality and to explore the increasing appetite for such books' appeal among mainstream North Americans. The book's contents are described by providing answers to two questions: (1) What does Covey say?; and (2) What is the source of appeal in Stephen Covey's ideas? Critiques of Covey are examined in the next section. Some ideological positions provided here are a post-modern perspective, a feminist perspective, a perspective of critical pedagogy, a non-functionalist perspective, and a perspective of "exclusionary representation." The paper closes with 14 questions raised by this study. Contains 20 references. (RJM)

ED 382 935 CS 012 146

Sugarman, Sally
The Mysterious Case of the Detective as Child Hero: Sherlock Holmes, Encyclopedia Brown and Nancy Drew as Role Models?

PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Intermediate Grades; Literary Genres; *Reading Attitudes; *Reading Interests; *Reading Material Selection; Reading Research; Role Models; Surveys
IDENTIFIERS- *Detective Stories; *Mysteries (Literature); Southwest Vermont Supervisory Union Sch Dist VT

In the mystery genre, the one characteristic that the enduring figures of Sherlock Holmes, Nancy Drew, and Encyclopedia Brown have in common is a rational mind. The source of their strength is their ability to think and think well. A study examined some typical examples of the mystery genre in young adult literature and surveyed children and adults regarding their enjoyment of mysteries. Two sets of questionnaires were developed. In the first set, 32 adults and 29 children responded to a long questionnaire distributed through Bennington College (Vermont) students to a random set of adults and children. The second questionnaire was a condensed version, rewritten for 79 fifth- and sixth-grade children at a Bennington public elementary school and specifically addressing questions about Sherlock Holmes, Nancy Drew, and Encyclopedia Brown. Results indicated that: (1) children gave suspense as the reason they liked mysteries, while adults focused on escapism as the appeal; (2) children ranked bravery and risk-taking as important qualities about detectives, while intelligence ranked highest for adults; (3) males preferred male detectives, while females preferred either female detectives or mixed pairs; and (4) the "Goosebump" series (in which the irrational and the supernatural create disorder and fear) was chosen by 71% of the girls and 35% of the boys as their favorite mysteries. Results also indicated that children selected mysteries based on the cover and the publisher's "blurb." Over the years, the covers of Nancy Drew mysteries and Encyclopedia Brown mysteries have changed to reflect changing styles and attitudes. (The survey instruments are attached. Contains 16 references.) (RS)

ED 382 973   CS 214 855

Franklin, H. Bruce
Teaching the Vietnam War in the 1990s.
PUB DATE- Apr 95
NOTE- 9p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (Philadelphia, PA, April 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Fiction; Films; Higher Education; *Literature Appreciation; Poetry; Political Issues; *Popular Culture; Undergraduate Students; United States History; *Vietnam War
IDENTIFIERS- Historical Background; *Vietnam War Literature

For an instructor who has been teaching the Vietnam War for over 30 years, the War has been teaching him for even longer. One of the objectives in teaching the Vietnam War in the 1990s is what it meant to teach the Vietnam War in the 1960s. It is easy to forget that the antiwar movement began as an attempt to educate the government and the nation, however naive this goal may have been. The first national activity against the war was the teach-ins of March 1965, and the election campaign of Lyndon Johnson in 1964 was itself an educational experience. Today's college students have grown up in an environment in which the Vietnam War has been redefined, rewritten, and, most important, reimaged--most recently in the film "Forrest Gump." Hollywood has explored the POW/MIA myth by producing such POW rescue fantasies as "Uncommon Valor," "Missing In Action," and "Rambo: First Blood, Part II." On the first day of class, students are asked to answer (anonymously) central questions about the War, such as when did it begin, who won, and why. Also on the first day, the class explores poetry in its relation to the War.

Among the books studied in class are the collections "Vietnam and America: A Documented History" and "The Vietnam War in American Stories, Songs, and Poems." The course is framed by two fictional narratives, "The Quiet American" (Graham Greene) and "Dog Soldiers" (Robert Stone). Together they offer a before-and-after picture of America. (PA)

ED 383 071 EA 026 724

Crowson, Robert L.
School-Community Relations, Under Reform.
PUB DATE- 92
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Cooperation; Elementary Secondary Education; Outreach Programs; *Parent Participation; *Politics of Education; *Public Relations; *School Community Relationship; School Law

This book examines the changing politics and administration of school-community relations. Among the array of recent educational improvement and school-reform initiatives nationwide, there is new interest in strengthening connections between public schools and the parent/community clientele. Part 1 examines changing school-community interactions in historical and theoretical perspective, with a focus on evolving questions of effective school administration, changes in the local politics of school administration, the effects of increased parental interaction on the schools, and the law as it relates to school-community relations. Part 2 addresses specific questions of administrative practice in improving community relations, including school-site planning, strategies for parental involvement, the direct management of community relations, and school-community outreach. The book also examines alternative perspectives on school and community. Each chapter concludes with a set of exercises, activities, and further suggested resources. Contains an extensive bibliography. (LMI)

ED 383 128   EC 303 950

Lipsky, Dorothy Kerzner; Gartner, Alan
Inclusive Education and School Restructuring.
PUB DATE- Dec 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Change; *Educational Improvement; Educational Practices; Educational Trends; Elementary Secondary Education; *Inclusive Schools; Outcomes of Education; School Effectiveness; *School Restructuring; Special Education; Student Placement

Perspectives on educating persons with disabilities and the move toward inclusive education and school restructuring are considered. Trends in the number of students with disabilities and placement patterns are briefly examined. Four categories of students that represent 95 percent of students served are identified: specific learning disabilities, speech or language impairments, mental retardation, and serious emotional disturbances. Information is provided on differing state practices in placing students with specific disabilities in regular classes, placement of minority students in special education programs, and dropout patterns among students with disabilities. Possible reasons for the limited benefits of the current special education design are considered, with attention to inadequacies in educational practice, prejudice and discrimination, and conceptual limitations. Factors that can lead to educational improvement are discussed, including concern for the limited outcomes for students, the broader educational reform movement, recent court cases supporting inclusion, the costs of special education, and increased parental advocacy and involvement in school reform. (Contains 48 references.) (SW)

ED 383 209 FL 023 009

Iwamoto, Noriko

The Analysis of Wartime Reporting: Patterns of Transitivity.

PUB DATE- 95
NOTE- 13p.; For complete volume, see FL 023 004.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Cultural Context; Discourse Analysis; Foreign Countries; Grammar; *Japanese; *Language Patterns; Language Research; Linguistic Theory; Newspapers; *News Reporting; News Writing; *Political Influences; Semantics; Social Influences; Syntax; *War; *World War II
IDENTIFIERS- *Transitivity

An analysis of war reporting in Japan during World War II examines, from a semantico-syntactic perspective, how language is used to systematize, transform, and sometimes mask reality. In wartime, a strong form of solidarity and control is essential as a device for unification and for maintaining popular morale. The approach is based in the notion that language not only reflects but also constrains perceptions of reality. Specifically, the semantic concept of transitivity is examined, i.e., the expression of "who or what does what to whom or what," and its relevance in political disclosure. Data were drawn from Japanese wartime newspaper reports, including banner headlines, headlines, and article text. It is concluded that in this case, the language or style of the text can shape a fictional reality to respond to social demand. (Contains 32 references.) (MSE)

ED 382 797 CE 068 872

Eells, Gregory T.; Romans, John S. C.

Sex Role Identity and Career Indecision as Predictors of Holland's Congruence.

PUB DATE- Oct 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 12-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Agricultural Education; Animal Husbandry; *Career Choice; Career Education; *College Students; *Congruence (Psychology); Higher Education; *Predictor Variables; *Sex Role; Student Surveys
IDENTIFIERS- Bem Sex Role Inventory; Career Decision Scale; *Hollands Theory of Occupational Choice; Self Directed Search

A study examined the extent to which sex role identity and career indecision could be used as predictors of individuals' congruence with their environment. Holland's Self-Directed Search, the Bem Sex Role Inventory, and the Career Decision Scale were administered to 84 male and 42 female undergraduates who had declared Animal Science majors at a large midwestern university. A discriminant analysis of the variables related to Holland's theory of person-environment congruence established that sex role identity and career indecision did not account for enough of the variance in congruence to make significant predictions on their basis. It was concluded that sex role identity and career indecision may account for only a small amount of the variance in congruence and that there are other factors that should be explored when helping individuals choose a vocation. It was acknowledged that the study was limited inasmuch as it was specific to a single university population and that it examined only one dimension of sex role identity. Further research should be based on a multifactoral approach to gender and that includes other measures of sex role identity incorporating more social or situational measures of the construct. (Contains 10 references.) (MN)

ED 382 834 CE 068 961

Holmberg, Carl
Policies, Technologies or Pedagogy. Ways of Developing the Distance Education Field in Sweden.

PUB DATE- Oct 94
NOTE- 10p.; Paper presented at Pedagogy and School Innovation (Tartu, Estonia, October 21-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Continuing Education; *Distance Education; *Educational Technology; *Educational Trends; Foreign Countries; Futures (of Society); Postsecondary Education; *Program Improvement; Secondary Education; Teaching Methods
IDENTIFIERS- *Sweden

Sweden has a long tradition of using distance education, because its inhabitants are widely scattered, especially in rural areas. Before the 1960s, distance education was well organized and centralized. During the 1960s, however, other types of continuing education were subsidized, but distance education was not, leading to a decrease in the number of distance education students and the decentralization and fragmentation of the system. Today, technology is bringing about a resurgence of distance education, usually conducted by the universities.

Computer access is almost universal throughout the school systems, and about 15 percent of the households now have computers. Telephones, cellular telephones, and faxes are widespread. Picture telephones are available but not yet widespread, and video conferencing has been in use and steadily increasing for the past 5 years. Even with the use of such technology, however, the most prevalent methods for teaching students remain meetings either on or off campus. As the number of people continuing education after high school increases, technology is expected to play an increasing role by facilitating more widespread and more comprehensive distance education. (KC)

ED 382 955   CS 214 833

Looser, Devoney
Collaboration and Conflict in the Feminist Classroom.
PUB DATE- 23 Mar 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995). For a related document, see CS 214 842.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; Females; *Feminism; Higher Education; *Theory Practice Relationship; *Writing (Composition); *Writing Research
IDENTIFIERS- *Feminist Collaboration; Feminist Pedagogy; Feminist Scholarship

For an instructor who is working to reconcile "collaboration" and "feminism" in composition studies, it is necessary to explore how this critical coupling provides potential conflicts in theories and pedagogical practices. The following three premises need to be explored: (1) feminist collaborative methods and theorizing may not be as new as some would like to believe; (2) feminist collaborative methods and theorizing may not be as freeing as some would like to believe; and (3) feminist collaborative methods viewed as critical or pedagogical givens may be a political mistake, especially where conflict is downplayed. With regard to the first premise, it is important to note that "collaboration" is not a notion that surfaced with the 1980s cachet of French feminism. Citing a work of Anne Rugles Gere and Mara Holt, Angela Lunsford and Lisa Ede argue that feminists must go back at least to the 19th century, if not to the Romans, to understand the ways in which "collaborative pedagogy" has provided women with an important tradition. With regard to the second premise, it should be noted that many theories of collaborative pedagogies replicate current humanist stereotypes of "the feminine" and of "authorship" more generally. "Collaboration," when claimed as a maternal feminist practice, inadvertently reinforces essentialist thinking. With regard to the third premise, it should be noted that "collaboration" could be seen as conservative, as presuming consensus or agreement. Feminists must learn to see conflicts as productive. (Contains 18 references.) (TB)

ED 382 994 CS 214 881

Smithson, Isaiah
Assessment of Writing-across-the-Curriculum Projects.
PUB DATE- Mar 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Curriculum Evaluation; Data Analysis; Higher Education; *Student Evaluation; *Writing Across the Curriculum; *Writing Evaluation; Writing Research
IDENTIFIERS- *Southern Illinois University Edwardsville

Despite the agreed-upon success of writing across the curriculum (WAC) programs among those who administer and teach them, there remains a paucity of hard evidence proving that they work. Most published articles touting the success of writing across the curriculum programs cite only anecdotal or soft evidence--not the kind of evidence that would win over a professor in economics or the sciences. A pilot program, supported by an internal grant from Southern Illinois University at Edwardsville's Excellence in Undergraduate Education Fund, attempted to evaluate the writing across the curriculum program there using procedures that would yield, at least in part, hard evidence. While the assessment yielded some soft evidence, such as summaries of student interviews, at least two components yielded evidence of the sort that would be respected university-wide. In one of these procedures, an economics professor taught a regular section of introductory economics at the same time that he taught a writing-intensive program. Test scores suggest strongly that the writing-intensive program benefited the students in it; test scores, while initially lower in the writing section, ended up higher than those in the other group. The second procedure yielded somewhat similar results. Judges experienced in reading essays in a number of disciplines examined 183 papers from both regular and writing intensive sections of many courses; results showed that more students from the writing intensive classes received "C or above." Contains seven references. (TB)

ED 383 052 EA 026 676

Washburn, David E.
A Social Foundations Approach to Educational Policy Analysis.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Assessment; *Educational Philosophy; *Educational Policy; Educational Principles; Educational

Sociology; *Educational Theories; *Foundations of Education; Theory Practice Relationship

Educators hold varied opinions about the nature of the social foundations of education. The social-foundations perspective generally characterizes education as an integrated multidisciplinary approach to the study of education, which focuses on the relationship among social conditions, values, and educational policies. This paper supports the social-foundations perspective and presents a paradigm for analyzing educational policy from that perspective. The paradigm examines the relationships among values, social conditions, and educational policies. The inquiry steps of educational policy analysis are descriptive analysis, critical evaluation, and speculative analysis. The social-foundations analysis integrates descriptive data from the social sciences, provides a historical context for understanding the relationship between social conditions and the role of the school, and applies the descriptive-analytical, critical-evaluation, and speculative tasks of the philosopher of education. In conclusion, social-foundations inquiry can make fruitful use of democratic values, history, and the social-science disciplines, by calling for a profound analysis of social conditions and the relationship of educational policy to social action. Contains a 16-page annotated bibliography. (LMI)

ED 383 090 EA 026 747

Donaldson, Gordon A., Jr.; Marnik, George F.
Becoming Better Leaders: The Challenge of Improving Student Learning.
PUB DATE- 95
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Effectiveness; Cooperative Learning; Educational Change; Elementary Secondary Education; Leaders; *Leadership; Leadership Styles; *Leadership Training; Management Development; *Organizational Development; *Professional Development; *School Effectiveness; Teacher Effectiveness

This book describes outcomes of the Maine Academy for School Leaders (MASL) a professional development program designed to improve student-learning outcomes through improved leadership performance. It evaluates the impact of new leadership behaviors on the 58 participants' schools. One-half of the participants were teachers or other staff who held nonadministrative positions. Some innovative features of the 16-month program included: (1) the concept that school leadership is a matter of a person's professional ambition rather than a function of his/her position; (2) leadership effectiveness requires behavioral change; and (3) change is the leader's personal responsibility. The chapters trace the evolution of MASL members' professional and personal development. Chapter 1 introduces the program and explains how the experiences of its participants were distilled to fit the framework of the book. Chapters 2 and 3 address the preparation stages for professional growth. The second chapter describes how participants assessed leadership needs in their schools and set development goals. Chapter 3 explores the process of specifying and refining these goals for action. Chapters 4 through 6 document the processes by which MASL members changed their leadership behaviors. The fourth chapter describes what happened as members adopted new behaviors in their daily school lives. Chapters 5 and 6 discuss the roles and influences of the Support and Development Teams and the MASL facilitators. Chapters 7 and 8 examine the effects of these efforts to change, reporting the evaluations of progress by members themselves and by others. The concluding chapter reflects on the nature of leadership development and the prospects of linking leadership growth to student performance. Appendices contain documents used by the program--diagnostic tools, a leadership-development plan, a team evaluation form, and a portfolio of leadership training. Contains 24 references. (LMI)

ED 383 109 EA 026 768

Lieberman, Ann, Ed.
The Work of Restructuring Schools: Building from the Ground Up.
PUB DATE- 95
NOTE- 192p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Education; Governance; Holistic Approach; Junior High Schools; Middle Schools; Policy Formation; School Based Management; *School Restructuring; Teacher Administrator Relationship

This book is comprised of six case studies that were commissioned by the National Center for Restructuring Education, Schools, and Teaching (NCREST) at Teachers' College, Columbia University, New York City, New York. Five elementary and one middle school from Kentucky, Florida, Indiana, South Carolina, and Maine are represented. They present a perspective of what systemic change means to different schools. Following the foreword by Seymour B. Sarason, chapter 1, "Restructuring Schools: The Dynamics of Changing Practice, Structure, and Culture," by Ann Lieberman, provides an overview of the book's themes. Chapters 2 through 7 include the case studies: (2) "With a Little Help from Their Friends: Teachers Making Change at Wheeler School" (Betty Lou Whitford and Donna M. Gaus); (3) "Fredericks Middle School and the Dynamics of School Reform" (Elizabeth Bondy); (4) "Implementing Shared Decision Making at Brooksville Elementary School" (Dorene D. Ross and Rodman B. Webb); (5) "Restructuring Schools in Hammond, Indiana" (Mark A. Smylie and Ute Tuermer); (6) "School Restructuring and Teacher Power: The Case of Keels Elementary" (Barnett Berry); and (7) "The Evolution of a Restructuring School: The New Suncook Case" (Lee Goldsberry And Others). Chapter 8, "Policy for Restructuring," by Linda Darling-Hammond, identifies the policy supports necessary for restructuring and obstacles to policy. Each chapter contains references. (LMI)

ED 383 149 EC 303 973

McGregor, Duncan

Orientation and Mobility for Students with Multiple Severe Disabilities.

PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Principles; Elementary Secondary Education; Interdisciplinary Approach; *Multiple Disabilities; *Severe Disabilities; Teaching Models; *Training Methods; *Visual Impairments; *Visually Impaired Mobility

This paper addresses orientation and mobility (O&M) training for people with multiple severe disabilities including visual impairments. The historical origins of O&M training are reviewed, noting difficulties with applying the traditional curriculum with such groups as very young children, the elderly, and those with multiple disabilities. A philosophical and theoretical perspective on O&M for those with multiple disabilities notes the importance of instruction within natural environments. Several models for serving this population are described, based on such principles as instruction within natural settings, functionality of skills, use of operant training procedures, and collaboration by a transdisciplinary team. Some adaptations of technique and equipment are discussed. (Contains 10 references.) (DB)

ED 383 189 FL 022 986

Lewis, M. Paul

Measuring K'iche' (Mayan) Language Maintenance: A Comprehensive Methodology.

PUB DATE- 7 Jan 95
NOTE- 21p.; Paper presented at the Annual Meeting of the Linguistic Society of America (New Orleans, LA, January 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Languages; Bilingualism; Chi Square; Diglossia; Ethnography; Foreign Countries; *Language Maintenance; Linguistic Theory; *Mayan Languages; *Quiche; Sociolinguistics; Spanish; *Speech Communication; Uncommonly Taught Languages

IDENTIFIERS- Ethnolinguistics; *Guatemala

This study examined language maintenance through a sociology study of K'iche', a Mayan language of Guatemala, where a stable diglossic situation is eroding in the face of an increasing tide of bilingualism. Seven K'iche'-speaking communities were examined, including an analysis of socioeconomic, demographic, and political data. Quantified observations were made of the speech transactions of 11,229 speakers. Qualitative data were examined in the framework of Ethnolinguistic Identity Theory. Quantitative data were subjected to statistical analysis using categorical models, maximum likelihood analysis, and chi-square to determine the effect of race, sex, age, and domain on language use. A Language Maintenance Index was calculated for each age group and domain of use. A Global Language Maintenance Index permitted comparison of intercommunity language maintenance levels. The communities were found to be at different levels of language maintenance in spite of an intact diglossic relationship between Spanish and K'iche'. The communities have different combinations of ethnolinguistic identity factors and the differences in language maintenance levels can be related to differences in demographic, institutional support, status, and subjective vitality factors. (Contains 19 references.) (Author/NAV)

ED 383 032 EA 026 217

Visscher, Adrie J.
Design and Evaluation of a Computer-Assisted Management Information System for Secondary Schools.
PUB DATE- 92
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Attendance; Computers; *Database Management Systems;

Foreign Countries; *Information Management; Information Systems; Information Technology; Information Utilization; *Management Information Systems; Records Management; Secondary Education
IDENTIFIERS- *Netherlands

This book describes the design and evaluation of a computer-based information system for secondary schools in The Netherlands. It reports on three studies: (1) a pilot study; (2) the SCHOLIS project, which designed a computer-assisted system for school administration; and (3) the evaluation of the implementation of a computer-assisted Absentee Registration System (ARS). Following the introduction, chapter 2 discusses the rationale for the SCHOLIS project and describes a pilot study that examined available administrative software, new developments, and the effects of introducing computer-assisted school administration. Chapters 3 through 6 describe the goals and project activities of SCHOLIS, the design strategy, and design results. The sixth chapter reflects on the merits and demerits of the design strategy. Chapters 7 through 9 evaluate implementation of one of the SCHOLIS modules, the Absentee Registration System. A summary of results and their implications are included in the final chapter. Educators who wish to replicate the system should also consider the school decision-making processes and organizational features unique to their school. Program success would also be enhanced by government support, further research, and training for school administrators in the skills necessary for computer-supported policy formation. Twenty-five tables and nine figures are included. Appendices contain diagrams, information on the activities of absentee registration, interaction of the school system with the environment, an overview of the diagram hierarchy, glossary, and list of variables/indicators. The book concludes with a Dutch summary. (Contains 116 references.) (LMI)

ED 383 168 FL 022 911

Mitschian, Haymo
Status- und Steuerelemente fur sprachbezoegene Ubungsprogramme
(Status and Control Elements for Language Related Training
Program).
PUB DATE- Sep 94
NOTE- 18p.; Paper presented at EUROCALL (1994).
LANGUAGE- German
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software;
*German; Languages for Special Purposes; *Professional
Training; Second Language Instruction; Standards

To use computers as a medium to learn a language, there is need for some GUI-elements indicating and regulating the actual status of training. These elements have to be separated into obligatory ones, useful in almost all CALL-software, and facultative ones, necessary for most "teachware." Due to a general need of reducing the difficulties to get into the use of a training program for language learning, a standardization, as far as possible, of these GUI-elements should be aimed for. Suggestions for design and function are made on the basis of the training program "Verbindungsarten" (German as a foreign language/for special purposes: mechanical engineering). Pictures of actual computer screens are included. (Contains 3 references.) (Author)

ED 382 779 CE 068 833

Apprenticeship: Which Way Forward?
PUB DATE- 94
NOTE- 157p.; For related documents, see CE 068 834-836.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Collected Works - Proceedings (021)
DESCRIPTORS- *Apprenticeships; *Cooperative Education; Developed Nations; Educational Needs; *Educational Practices; *Educational Trends; *Education Work Relationship; Foreign Countries; Futures (of Society); Postsecondary Education; Secondary Education; Technical Education; Vocational Education; *Work Experience Programs
IDENTIFIERS- Belgium; *Europe; Finland; France; Germany; Netherlands; Spain

This volume presents the results of a seminar on apprenticeship in Europe entitled "Apprenticeship, Alternance and Dual Systems: Dead-Ends or Highways to the Future" (Marseilles, France, April 1994). It deals with ways in which alternating learning at school and work can provide young people with relevant work skills and facilitate their integration in the world of work, and it addresses how apprenticeship may contribute to relate practical theoretical learning. In addition, the publication examines historical features of apprenticeship and recent developments that stand in the way of enterprise-based training and that discourage young people from choosing this route. The first part of the volume contains the four papers discussed at the seminar and a synthesis of the debate. The second part presents a selection of national contributions to the seminar. The following papers are included in part I: "The Issues" (Durand-Drouhin, Romani); "The Difficult Rediscovery of 'Professionalism'" (Lutz); "Pedagogical Objectives and Organisation of Alternating Training" (Merle); and "Issues, Problems and Perspectives: Lessons from an International Debate" (Bertrand, Durand-Drouhin, Romani). The seven country studies included in part II are the following: "Belgium (the French Community): From the Socioeconomic Context to the Needs of School-based Training"; "Finland: Open Skills, Open Knowledge" (Volanen, Kyro); "France: Alternance in Initial Vocational Education and Training" (Pair); "Germany: Pedagogical Objectives and the Organization of Alternating Learning at School and at Work" (Koch); "Spain: Constructing an Institutional Framework for the Social Regulation of Alternance" (Planas); "Switzerland: Apprenticeship--The Features of the Swiss Dual System" (Kubler et al.); and "The Netherlands: The Links between School and Firm-based Vocational and Technical Education: Highways to the Labour Market and Pathways to Higher Education" (van den Dool, Weijs). (KC)

ED 382 854 CE 068 997

Sayles, Leonard R.

Leadership for Turbulent Times. A Personal Account of the Issues Discussed at a Conference of Select Researchers and Senior Executives.

PUB DATE- 95
NOTE- 57p.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Change; Change Agents; Change Strategies; Corporations; Employer Employee Relationship; Futures (of Society); Job Skills; *Leadership; *Leadership Qualities; *Leadership Training; Lifelong Learning

This report is a personal account of insights yielded by a conference hosted in 1994 by the Center for Creative Leadership, "New Demands for Leadership: Responding to Turbulence." It explores ideas expressed by participants--behavioral science researchers, leadership trainers, corporate executives, and consultants--who attempted to clarify the critical new challenges executives are facing, identify skills and perspectives they need to meet these challenges successfully, and determine the implications for the selection and development of these new skills and perspectives. The framework for the report is the eight themes used to organize conference activities: teamwork and organizational stewardship among senior managers; leading beyond the organization's boundaries; rethinking the boss-subordinate, employer-employee relationship; senior executives as exemplars of values; operating excellence--making technology contribute; maintaining strategic focus to grow the business; senior managers who continue to learn; and the impact of U.S. culture on management. For each theme, personal impressions on the topic are given, based on preconference interviews and conference discussions. These are augmented with examples drawn from personal experience and reading. The book concludes with a selection of comments by executives in interviews and during the conference that illustrate the evolution in management thinking that has taken place since the demise of the "comfort years." Contains 35 references. (YLB)

ED 382 874 CE 069 067

Open Learning Network Project. Literacy Link Eastern Ontario. Recognition for Learning Pilot Project. Draft Copy.
SPONS. AGENCY- National Literacy Secretariat, Ottawa (Ontario).; Ontario Dept. of Education, Toronto.
PUB DATE- Feb 94
NOTE- 248p.; Appendixes printed on colored stock.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Adult Literacy; Communication Skills; Computers; *Educational Certificates; Foreign Countries; Individual Development; *Literacy Education; Numeracy; Program Development; Program Evaluation; *Student Certification; *Student Evaluation
IDENTIFIERS- Ontario

A project was conducted to initiate a regional system of documenting and recognizing the learning that takes place in literacy programs. Phase 1 focused on gathering articulation models and materials. In phase 2 the following were developed: a skills list for communications, numeracy, personal growth, and computers; skills inventories; and a possible accreditation model. In phase 3, nine literacy programs in eastern Ontario piloted the Open Learning Network's (OLN) accreditation system. Skills paths were developed from which learners and tutors could choose to develop knowledge in the four areas. Learner evaluation was designed to involve the submission of a portfolio to an assessment panel that could award a certificate of recognition in the four core areas. Committee members and learners discovered the following: the skills were not always sequential and the gap between some skills needed to be filled in; each piece of evidence should be as close to perfect as possible; three and not five pieces were sufficient; and more basic skills were needed for all paths and more advanced skills were needed for some learners. (Appended to the 19-page report are the pilot project manual, prior learning assessment materials for numeracy, and paths for communication, numeracy, personal growth, and computer skills.) (YLB)

ED 383 013 CS 508 920

Walker, Albert, Ed.
PR Bibliography, 1995.
PUB DATE- 95
NOTE- 220p.; For the 1994 edition, see ED 372 453; for the 1993 edition, see ED 361 769. Published five times a year. The "PR Bibliography" issue is always the middle (summer) issue each year.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Business Communication; Business Responsibility; *Ethics; Higher Education; Marketing; *Media Research; *Public Relations; Writing Skills
IDENTIFIERS- Crisis Management; Professional Concerns; *Public Relations Review; Research Synthesis

Based on searches of more than 100 periodicals as well as flyers and brochures from 24 major publishing houses and university presses, this annotated bibliography presents a representative collection of books and journal articles related to the knowledge and practice of public relations published in 1994. The annotated bibliography is subdivided into 33 different categories, including business credibility and ethics; writing techniques; business responsibility; communication; crisis management; government relations; management; marketing; technology of communication; public relations profession; and research. A concise section on "How to Use the Bibliography" is also included. A list of periodicals is attached. (RS)

ED 383 072 EA 026 725

Wong, Kenneth K., Ed.; Wang, Margaret C., Ed.
Rethinking Policy for At-Risk Students.
PUB DATE- 94
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Categorical Aid; Educational Finance; *Educationally Disadvantaged; Educational Policy; Elementary Secondary Education; *Federal Aid; Federal Government; Federal Programs; Federal Regulation; Financial Support; Government School Relationship; *High Risk Students; Program Effectiveness; *Social Integration

As the school-age population in the United States becomes increasingly culturally diverse and economically heterogeneous, public schools are confronted with issues of program specialization and social integration. Programs designed for students with special needs often take the form of discrete instructional structures. One consequence of targeted or categorical services is organizational fragmentation in school administration and classroom instruction. This book examines issues of program integration and fragmentation in the implementation of major categorical programs. Following the preface, section 1 contains two chapters on the development of categorical programs: (1) "A Brief History of Categorical School Programs, 1945-1993" (Maynard C. Reynolds), and (2) "The Changing Politics of Federal Educational Policy and Resource Allocation" (Kenneth K. Wong). Section 2 contains five chapters on program implementation and classroom effectiveness: (3) "Educational Experiences and Needs of Middle School Students in Poverty" (Samuel S. Peng and Ralph M. Lee); (4) "Program Design and Assessment Strategies in Chapter 1" (Thomas Timer); (5) "Compensatory Education in South Carolina: Lessons from the Past, Visions for the Future" (Lorin W. Anderson and Leonard O. Pellicer); (6) "Programs for Children with Limited English Proficiency: An Assessment of Present Practices" (Aquiles Iglesias); and (7) "What Works and What Doesn't Work: The Case for an Inclusive System" (Margaret C. Wang, Maynard C. Reynolds, and Herbert J. Walberg). The third section explores the future of categorical programs. Chapters are: (8) "From the Pickett Fence to the Chain Link Fence: National Goals and Federal Aid to the Disadvantaged" (Martin E. Orland); (9) "School-Linked Services and Chapter 1: A New Approach to Improving Outcomes for Children" (Michael W. Kirst, Julia E. Koppich, and Carolyn Kelley); and (10) "Looking Ahead: Integrating Urban Policies to Meet Educational Demands" (Lisbeth B. Schorr). One figure and 21 tables are included. Each chapter contains references. (LMI)

ED 383 129 EC 303 951

Wainscott, Linda, Comp.; And Others

First Steps: Kentucky's Early Intervention System. Building Comprehensive Services for Infants, Toddlers, and Families. "The Time Is Now": 1992-1993 Fiscal Year Report.

PUB DATE- 15 Apr 94

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *At Risk Persons; *Developmental Delays; *Disabilities; *Early Intervention; Infants; Preschool Children; Preschool Education; Program Administration; Program Budgeting; *State Programs; Toddlers

IDENTIFIERS- Individuals with Disabilities Education Act Part H; *Kentucky

This 1992-1993 fiscal year performance report provides an overview of Kentucky's early intervention system of building comprehensive services for infants, toddlers, and families. This Part H program has served 1,054 young children who are developmentally delayed or who have an established risk. Highlights are presented of goals, services, and programmatic accomplishments. Information is included on the work of the evaluation committee, public awareness activities, personnel-related developments, finance and cost determinations, and service standards and guidelines. Fund outlays are identified for services, training and technical assistance, special projects, and administration. An organizational chart lists staff and members of the state lead agency, regional service system boards, and the interagency coordinating council. Technical assistance teams are identified, and a state map presents the geographical location of these teams. (SW)

ED 383 210 FL 023 010

Pankhurst, Anne
Aspects of Reference in Figurative Language.
PUB DATE- 95
NOTE- 11p.; For complete volume, see FL 023 004.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Discourse Analysis; *Figurative Language; Foreign Countries; Grammar; *Language Patterns; Language Research; Linguistic Theory; *Metaphors
IDENTIFIERS- *Metonymy; Morrison (Toni); *Referents (Linguistics)

This study considers some problems of reference found in figurative language, particularly in metaphor and metonymy. Analysis is based on the notion that the effects communicated by figurative language depend to a large extent on reference to more than one concept, experience, or entity, and that the presence of multiple potential referents enriches both cognitive and linguistic effects of written discourse. The text examined is a narrative entitled "Song of Solomon," by Toni Morrison, and the reference analyzed is that made to an earring. It is found that the apparently unique referent of the word is extended through metonymic and metaphoric elaboration so it acquires new cognitive senses; each use of the term in a new environment creates a unifying factor for interpretation of the entire narrative. It is concluded that while the Relative Theory of reference, which proposes that relevance is the only one necessary for satisfactory interpretation, and the principle of optimal relevance of referents are explanatory for brief, completed utterances, a complementary theory must be developed to explain a writer's use of multiple referentiality in longer narratives. (Contains 20 references.) (MSE)

ED 383 231 FL 800 902

El Camino College Basic Skills for Quality Project. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),

Washington, DC. National Workplace Literacy Program.
PUB DATE- Jan 95
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Aerospace Industry; *Basic Skills; Business Communication; Community Colleges; *Inplant Programs; *Literacy Education; Manufacturing Industry; Mathematics Instruction; Program Descriptions; Program Evaluation; Quality Control; Reading Instruction; School Business Relationship; Second Language Instruction; Two Year Colleges; Vocational English (Second Language)
IDENTIFIERS- BP Chemicals Hitco Inc; El Camino College CA; Hughes Aircraft Company

This is the final report of a cooperative basic skills and literacy project of El Camino College (California) and two companies, BP Chemicals/Hitco Inc. and a division of the Hughes Aircraft Company. An extension of an earlier workplace program with BP chemicals, the program provided basic mathematics, reading, and English-as-a-Second-Language (ESL) instruction for company employees with limited skills in those areas. All classes were held at worksites. The original four-course core curriculum was expanded to include vocational ESL (business communication, both reading and writing), a three-tiered technical mathematics curriculum, team-based organizational leadership skill development, study skills, introduction to computer fundamentals, and a course in customized computer software. The report gives an overview of project design and content, outlining specific goals, related performance objectives, and activities undertaken to meet them, participant demographics, a brief evaluation of project effectiveness, and notes on outside evaluation efforts. It is concluded that the project achieved its primary goal and incorporated some important innovations. Appended materials include instructional materials for students, materials designed for trainer and supervisor workshops, student forms and data used for planning, a survey form, and participant and supervisor evaluation forms. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 382 835 CE 068 962

Holmberg, Carl; Emmoth, Jana

Success Stories. Some Characteristics of Educationally Disadvantaged Women Making Success in a Distance Education Course.

PUB DATE- Dec 94
NOTE- 6p.; Paper presented at the World Conference for Distance Education (17th, Birmingham, England, United Kingdom, June 26-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adult Education; Adult Students; *Child Caregivers; Distance Education; Educationally Disadvantaged; *Education Work Relationship; Females; Foreign Countries; *Student Characteristics; *Student Motivation; *Womens Education
IDENTIFIERS- *Sweden

A study was conducted in Sweden to gain an understanding of the learning conditions for educationally disadvantaged female distance education students. The research methodology included questionnaires on background and attitudes distributed to the 280 students who had enrolled in a television course on child psychology in 1993 (83% responded) and 2 series of personal interviews with 6 of the women students who returned the surveys and had less than 10 years of formal education. The study showed that these women had a high degree of independence and autonomy. They had gained knowledge relevant to the course through their jobs as mothers or in day care centers. Three aspects of support--cognitive, social, and emotional--played a very important role for the six successful women. They were also aided in their ability to take the course and learn from it by being in permanent relationships with financial security. (Contains 16 references.) (KC)

ED 382 894 CG 026 216

Oliver, Raylynn

Contraceptive Use in Ghana: The Role of Service Availability, Quality, and Price. Living Standards Measurement Study Working Papers No. 111.

PUB DATE- 95

NOTE- 71p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Birth Rate; *Contraception; Elementary Secondary Education; *Family Planning; Females; Foreign Countries; Health Facilities; Medical Services; Proximity; Rural Urban Differences; *Womens Education

IDENTIFIERS- *Fertility; *Ghana

Ghana was among the first sub-Saharan African countries to adopt a population policy, in 1969. In this paper, individual women are linked to the characteristics of the nearest pharmacy, health facility and source of family planning to assess the relative importance of socioeconomic background and the availability, price and quality of family planning services on contraceptive use and fertility. The results suggest that raising levels of female schooling will also raise contraceptive use and lower fertility, particularly in rural areas. Distance to services remains a binding constraint for contraceptive use among the entire sample and for the urban sample of women. The number of methods offered at a health facility is associated with lower fertility but has no apparent relation with current contraceptive use. The presence of admission fees at the nearest health facilities has no relation with contraceptive use, while the availability of spermicides raises use. Service characteristics have little relation with fertility, leading to the suspicion that some of the services are placed according to patterns of demand. Measures of the quality of the services show no consistent effect in the demand for contraception or on fertility. (Author/JE)

ED 382 914 CG 026 259

Texas Independent School District Crime Report.
PUB DATE- Apr 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Children; *Crime; *Educational Environment; Elementary Secondary Education; *Public Schools; Reports; *School Safety; *School Security; *Student Behavior; Violence; Youth Problems
IDENTIFIERS- Crime Detection; *Texas

This report arose from a legislative directive that crime on public school campuses be studied. The study describes criminal behavior occurring on public school campuses in Texas. Data collection was limited to selected behaviors happening on school campuses in 50 districts from September through November 1994. Crimes committed by students or others associated with the school but that did not occur on campus were excluded. An incident reporting form, developed specifically for this study, collected detailed information about criminal behaviors, the victims of these behaviors, and the offenders themselves. Additional details recorded such information as the time, location, and nature of the crime; whether or not weapons were involved and, if so, what type; circumstances related to gangs, drugs, or alcohol, the age and gender of the offender and victim (if any); and injuries received. Appendix B contains a copy of the form. The school crime data are presented by district type (urban, suburban, and others) and by campus type. A general impression of the report's findings indicate that public school adolescents and teenagers--particularly male youths in suburban school districts--are treating one another badly. Over half of all reported offenses are captured in the two categories of simple assault and disorderly conduct. Three appendices include a list of participating school districts, a copy of the data collection instrument, and the instruction manual. (RJM)

ED 382 974 CS 214 856

Dalipagic-Czimazia, Catherine
Dostoyevsky and Europe. A Secondary Education for Europe.
PUB DATE- 93
NOTE- 83p.; French Edition: Dostoievski et l'Europe, ISBN-92-871-2276-8.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Authors; *Cultural Context; *Cultural Influences; Foreign Countries; Literary Criticism; *Nineteenth Century Literature; Secondary Education; Social Influences
IDENTIFIERS- Classics (Literature); *Dostoevsky (Fyodor); Europe; Historical Background; Nineteenth Century; *Russia

The overarching theme of this monograph is how a Russian intellectual, Fyodor Dostoyevsky, saw himself in the European context. By reference to various of Fyodor Dostoyevsky's romanesque works, the monograph proposes an account of the development of the European awareness of an author nevertheless greatly attached to his native land, and of his influence on European culture. Sections of the monograph discuss the influence of European culture on Dostoyevsky; his attitude towards Europe; his socio-political, religious and philosophical ideas in relation to Europe; and his contribution to European culture. The monograph concludes that through his quest for a spiritual principle, through his longing for justice but also for freedom, and through his aspiration towards the ideal, Dostoyevsky ranks with the greatest European thinkers. Six one-page "working texts" (excerpts from novels) of Charles Dickens, Dostoyevsky, and Albert Camus; and a time line relating events in Dostoyevsky's life and works to cultural, political, social, and artistic life in Russia and in Europe are attached. (RS)

ED 383 169 FL 022 916

LeLoup, Jean W.; Ponterio, Robert
"Networking with Foreign Language Colleagues: Professional Development on the Internet.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Computer Networks; Electronic Mail; Higher Education; *Information Systems; Language Teachers; Professional Development; *Second Language Instruction; Teacher Associations
IDENTIFIERS- *Internet; *State University of New York Buffalo

This article describes FLTEACH, the Foreign Language Teaching Forum on the Listserv computer Internet service running from the computer at State University of New York at Buffalo. FLTEACH is a forum for communication for foreign language teachers at the elementary, secondary, and tertiary levels. Initially started for New York teachers, it has expanded into a national and international communication effort. The rationale and goals of FLTEACH are described, and its current and potential uses are outlined. It can serve as an educational helper for training and classroom preparation as well as an archive system. How to join FLTEACH, and e-mail in general, is reviewed, and actual uses are described. It is hoped that the more foreign language teachers who use FLTEACH, the more cohesion and integration the foreign language educational community will experience. Two appendixes offer on line computer and address information for networking with program developers. (Contains 14 references.) (NAV)

ED 382 936 CS 012 147

Radencich, Marguerite C.; McKay, Lyn J.

Flexible Grouping for Literacy in the Elementary Grades.

PUB DATE- 95
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Ability Grouping; Elementary Education; *Heterogeneous Grouping; High Risk Students; *Language Arts; Literature Reviews; Program Implementation; *Reading Instruction; *Reading Research; Teaching Methods

Presenting an in-depth look at alternatives to ability grouping in elementary school reading and language arts programs, this book presents eight essays that offer a variety of practical suggestions and resources for educators interested in moving to or enhancing their use of flexible grouping for reading instruction. The book describes programs that have been successfully implemented, and provides guidelines for linking assessment to instruction. After a foreword by John J. Pikulski, essays in the book are: (1) "What Research Says about Grouping in the Past and Present and What It Suggests about the Future" (Rebecca Barr); (2) "Keeping Flexible Groups Flexible: Grouping Options" (Marguerite C. Radencich and others); (3) "Implementing Flexible Grouping with a Common Reading Selection" (Marguerite C. Radencich and others); (4) "Literature Circles for the Teaching of Literature-Based Reading" (Wendy C. Kasten); (5) "Preparing for and Reacting to Change in Grouping Arrangements" (Marguerite C. Radencich and Lyn J. McKay); (6) "Connecting Assessment and Instruction in the Flexibly-Grouped Classroom" (Jeanne R. Paratore); (7) "At-Risk Children Can Learn to Read and Write" (Patricia M. Cunningham); and (8) "Multiple Literacy Contexts in Classrooms: Frameworks, Functions, and Forecasts" (Elfrieda H. Hiebert). A 15-item glossary of strategies is attached. (RS)

ED 383 232 FL 800 959

Lopez-Valadez, Jeanne; Bruns, Cristy

Bibliography of Career, Vocational and VESL Materials for the LEP: A List of NEC Library Holdings.

PUB DATE- Jul 90

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Adult Education; Career Awareness; Classroom Techniques; Counseling Services; Information Sources; Instructional Design; *Instructional Materials; Job Development; *Limited English Speaking; Professional Development; Program Development; *Vocational Education; *Vocational English (Second Language)

This bibliography lists the library holdings of the Illinois Bilingual Vocational Education Project that pertain to vocational English as a Second Language (VESL), career, and vocational education for the limited-English-proficient (LEP) population. The project is a statewide technical assistance and staff development center designed to help improve vocational education for LEP youth and adults. The bibliography is in three parts. The first, "Instructional Materials," lists student texts and curriculum guides for teaching career awareness, pre-employment skills, occupational skills, and English as a Second Language (ESL). Included here are a section on materials that are written in simplified English or a non-English language, or rely heavily on illustrations, and a section on resources to teach general employment and job-specific language skills. The second part, "Professional References," cites readings on program models, teaching strategies, counseling, and linguistic minorities and includes research studies and inservice teaching materials. The third part, "Sources of Information," contains bibliographies of additional resources and a list of information clearinghouses. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 383 252 HE 028 364

Pajak, Edward; And Others
Using a PBL Student-Centered Approach to Doctoral Study.
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Faculty; Departments; *Doctoral Programs; Graduate Students; Higher Education; Instructional Innovation; Leaders; *Leadership Training; Problem Solving; Professional Development; *Program Design; School Districts; Seminars; Teacher Role
IDENTIFIERS- *Problem Based Learning; *University of Georgia

When the University of Georgia's Department of Educational Leadership was formed from the merger of two earlier departments, the new entity developed an innovative doctoral program in educational leadership that incorporated principles of problem-based and student-based learning. The program was designed to promote the values, knowledge, and skills that educational leaders need to renew and improve schools and school districts. The initial group of students in the program were 10 experienced educational leaders who began course work in Fall, 1993. A faculty planning team agreed on certain presuppositions for the core 20-hour sequence of Professional Development Seminars. These seminars engaged students in problem finding, problem analysis, and solution finding as ways to renew and improve educational organizations. The instructional design assumed that students would be responsible for organizing and sequencing instruction about content from instructors, data collected from the host school district, and deliberations among themselves. A qualitative framework for evaluation of the seminars was used. Issues that emerged included the importance of building trust, taking risks, negotiating new roles, and expectations about resources (sources of knowing and validating knowing). An appendix is a 10-page introduction from a comprehensive study of the Clarke County School District (Georgia) written by the 1993-94 doctoral student team. Contains four references. (JB)

ED 383 273 HE 028 386

Princes, Carolyn D. W.
The Precarious Question of Black Cultural Centers Versus Multicultural Centers.

PUB DATE- Mar 94
NOTE- 56p.; Paper presented at the Annual Conference of the Pennsylvania Black Conference on Higher Education (Harrisburg, PA, March 2-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Attitudes; Black Culture; *Blacks; Cultural Awareness; *Cultural Centers; Cultural Differences; *Cultural Pluralism; *Ethnic Groups; Higher Education; Multicultural Education; *Politics of Education; Retrenchment; Student Personnel Services; *Universities
IDENTIFIERS- *Indiana University of Pennsylvania

This paper discusses the role of black cultural centers on university campuses, focusing on whether black cultural centers or multicultural centers best meet the needs of an increasingly diverse student body and society. It examines the historical role of black cultural centers as vehicles to promote educational opportunity, student retention, and ethnic solidarity on predominantly white university campuses. In then looks at the transition from black cultural centers to multicultural centers on many campuses, discussing sensitive issues related to the maintenance of black cultural centers. Using examples from the experience of Indiana University of Pennsylvania (IUP) in dealing with these issues, it argues that, despite budget cutbacks, universities need to preserve black cultural centers as unique institutions while seeking to create multicultural centers or programs to meet the needs of other minority students. Five appendixes outline the services of the IUP Black Cultural Center, the characteristics and operation of ethnic cultural centers, important points about cross-cultural relationships, and tips for working with culturally different students. (Contains 33 references.) (MDM)

ED 383 292 IR 017 147

Clark, Francis E.

Learning from Learning from Instruction: Reconceptualizing the
  Research Environment.

PUB DATE- 95

NOTE- 6p.; In: Proceedings of the 1995 Annual National Convention
  of the Association for Educational Communications and
  Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
  Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Assignments; Educational Media; *Educational
  Research; Educational Resources; *Encoding (Psychology);
  *Learning Modalities; *Learning Processes; Models; *Natural
  Sciences; Research Needs; *Social Sciences; Teacher Attitudes

IDENTIFIERS- Learning Environment

The task of synthesizing descriptive data from the "root social sciences" to form a usable model for applied research is quite different from the task of employing, verbatim, the theoretical and methodological constructs of those same sciences. This study conceptualizes the instructional encoding conditions that potentially effect and/or affect the encounters of predisposed learners/decoders involved in perceiving, differentiating, recalling, manipulating, and/or using knowledge. A path model of encoding conditions that prefigure learning from instruction includes the following: learner processes, task requirements, resource attributes, teacher considerations, and intellectual, physical, emotional, and sociocultural modalities. The encoding conditions consist of an instructional environment that is composed of four variables: the teacher, the learner, the task and the resources. It is maintained that if learning (achievement, process) is the ultimate product of the instructional environment, then an effective (natural science) and affective (social science) instructional environment is the product of the interactions of the four variables. (AEF)

ED 383 312 IR 017 167

Schneider, Edward F.
Man and Machines: Three Criticisms.
PUB DATE- 95
NOTE- 4p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authors; Communication (Thought Transfer); Engineering; Evaluation; Futures (of Society); *Industrialization; *Literary Criticism; *Literary History; Mass Media; *Science and Society; *Technological Advancement

As machines have become a more common part of daily life through the passage of time, the idea that the line separating man and machine is slowly fading has become more popular as well. This paper examines three critics of change through their most famous works. One of the most popular views of Mary Shelley's "Frankenstein" is that it is a criticism of science's impact on people. The book's popularity was due in part to the fact that it reinforced fears of industrialization replacing man. The idea that man and science, or man and machines, would be the next step in evolution is still an intriguing concept. Marshall McLuhan's prediction in "The Media Is the Massage" that technology must improve or replace vision to allow for man to continue to grow was met with criticism from all areas of English and communications. These individuals felt as though McLuhan was attempting to replace the soul of communication with technology. Samuel Florman's "The Existential Pleasures of Engineering" deals with the relationship between man and machine, speaking of what has happened as opposed to speculation on what could happen. It is an indication of how the morals of the engineer are formed, apparently from the things they build, instead of from the society they build for. (AEF)

ED 383 330 IR 017 185

Quade, Ann M.
A Comparison of On-Line and Traditional Paper and Pencil Notetaking Methods during Computer-Delivered Instruction.
PUB DATE- 95
NOTE- 9p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Computer Assisted Instruction; Computer Uses in Education; Educational Technology; Higher Education; *Notetaking; *Online Systems; Study Skills; *Writing Strategies
IDENTIFIERS- *Notebook Computers

Readily accessible computer technologies including on-line notepads provide new environments for notetaking. This study sought to describe the effects of technology on the notetaking strategies and behaviors of university students. The following questions were addressed: (1) Given a choice, do students prefer taking notes from a computer tutorial using pencil and paper or the computer itself? (2) Is there a relationship between the subject's confidence level towards using computer related technology and the method of notetaking selected? (3) Does the method of notetaking affect time on task or achievement? and (4) Does the content of the notes (word count, percent of information copied, and percent of main ideas) differ significantly between students who used pencil and paper and those that used a computer? Findings indicate that taking notes from computer-based instruction (CBI) using an on-line notepad: promotes greater achievement than pencil and paper methods; is preferred by learners who report higher confidence ratings towards new technologies; and promotes minimal recording of the learner's own thoughts. No significant difference was found was found between the two groups' average time per module spent reviewing and taking notes. Results are illustrated in six tables. (Contains 13 references.) (Author/MAS)

ED 383 347 IR 017 202

Yang, Fu-mei
The Effects of Elaboration on Self-Learning Procedures from Text.
PUB DATE- 95
NOTE- 20p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Guides; Higher Education; *Programmed Instructional Materials; *Student Attitudes; *Text Structure; Undergraduate Students
IDENTIFIERS- Computer Manuals; *Elaboration; Microsoft Works

This study investigated the effects of augmenting and deleting elaborations in an existing self-instructional text for a microcomputer database application, "Microsoft Works User's Manual." A total of 60 undergraduate students were randomly assigned to the original, elaborated, or unelaborated text versions. The elaborated version included: (1) reorganizing content by separating conceptual and procedural information; (2) adding examples, restatements, explanations, an introduction and summary; (3) adding text-to-graphic references to support both conceptual and procedural information; (4) adding several examples of using different combinations of connectors to link selection rules; and (5) removing side-margin headings. Changes in the unelaborated version included: (1) identifying statements of procures and rules; (2) deleting all elaboration such as examples, restatements, and descriptions of what the software does as a result of procedures; (3) deleting unnecessary words; (4) deleting introductory text; and (5) deleting side-margin subheadings. Students completed six tasks using one of the three instructional texts, and then completed a six-item attitude survey. The absence of a significant difference in the task performance under the three text versions suggests that not all people require elaborations to develop a good understanding of procedural learning. Background information on elaboration includes a discussion of learner-generated versus author-provided elaboration, and the minimalist versus maximalist approach to training users in the use of computer programs. Six tables summarize findings. (Contains 67 references.) (MAS)

ED 383 365 JC 950 287

An Integrated Approach to Multicultural Education.

PUB DATE- 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *Class Activities; Classroom Techniques; *Cognitive Style; Community Colleges; Cultural Enrichment; Cultural Pluralism; *Curriculum Development; Diversity (Institutional); Evaluation Methods; *Integrated Curriculum; *Multicultural Education; Role of Education; Two Year Colleges
IDENTIFIERS- California Community Colleges

Multicultural education is an approach to teaching and learning that seeks to empower individuals so that they may function in a diverse, global society. To prepare students for the 21st century, however, community colleges must expand traditional definitions of diversity to include age, religion, culture, sexual orientation, physical or mental disability, economic status, language differences, and most significantly, individual learning styles. Not all courses lend themselves readily to incorporating multicultural content, but all courses can be adapted to fit a multicultural climate with very little research by the instructor. Instructors should provide a comprehensive syllabus that chooses texts and learning materials that reflect diversity, recognizes alternatives in learning styles, identifies multiple evaluation measures, and identifies student support services. Examples of curricular experiences that incorporate a multicultural approach include: (1) a composition course anthology with works from culturally diverse authors; (2) assigning/inviting students to join diverse study groups; (3) a biology course restructured to include cooperative learning modules; (4) joining a visually impaired student with a sighted student as a learning team to keep a log of experiences; and (5) assigning students to prepare a report on the contributions of a non-Euro-American male to the development of a chemical principle or process. (A glossary of terms and a perceptual learning style inventory are appended.) (Contains 28 references.) (KP)

ED 383 383 JC 950 308

Zerdavis, Angela
PCC/UA Sequential Degree Pilot Program: Elementary Education wi
a Bilingual Endorsement. End of the First Year Report.
PUB DATE- May 95
NOTE- 32p.; Color tables in Appendixes B-D and campus map may n
copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Articulation (Education); Bilingual Education;
*Bilingual Teachers; Community Colleges; Cooperative Programs
Elementary Education; *Elementary School Teachers;
*Intercollegiate Cooperation; Outcomes of Education; Pilot
Projects; Tables (Data); *Teacher Education Curriculum;
*Teacher Education Programs; Two Year Colleges; Universities

In fall 1994, a joint pilot project was initiated by Pima Community College and the University of Arizona to provide a sequential degree program in bilingual elementary teacher education. This report presents information on project elements and outcomes after the first year. An introduction provides background on the project's development; a description and map of the new Desert Vista campus; and information on the program's selective admissions process and marketing, outreach, and recruiting efforts. Next, data is provided on student progress, indicating that of the 26 students who began the program, 24 remained enrolled and that the median cumulative grade point average (GPA) was 3.36. Information is also provided on the student evaluation process, indicating that it includes written faculty observations, self-evaluation, and meetings with the dean of instruction at the end of each semester. Following a list of faculty and their educational areas, the academic program is described, highlighting the innovations of voluntary placement in local schools, the use of a "base" class to explore issues, and the implementation of math build up sessions. Finally, program support services related to instruction, counseling, and financial aid are described and data collection methods for tracking students in the program are reviewed. Appendixes include a sample program acceptance letter, tables of participants' GPA's, student evaluation forms, and the program curriculum. (KP)

ED 383 401 PS 022 033

Meeting Basic Learning Needs through Programmes of Early Childhood Care and Development.

PUB DATE- Sep 93
NOTE- 31p.; Paper presented at the Education for All Forum: Quality Education for All (2nd, New Delhi, India, September 8-10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; *Child Development; Community Programs; *Early Childhood Education; *Early Intervention; Foreign Countries; *Integrated Services; Nonformal Education; Parent Education
IDENTIFIERS- Brazil; Chile; China; Colombia; India; Indonesia; Jamaica; Nepal; Peru; Thailand

Noting that early childhood development is the foundation for basic education across the life span, the first chapter of this report discusses the benefits of early interventions for individuals and society and justifies the basis for programs which aim at meeting the basic learning needs of young children. It also suggests several questions which each country may consider to make their early childhood care and development activities effective. The next chapter presents a list of eight arguments that make a case for making a heavy investment in programs for early childhood development. Six complementary program approaches that are concerned with the child, family, community, institutions, legal and policy frameworks, and the distribution of knowledge are suggested in the third chapter. The fourth chapter describes programs in Colombia, Nepal, India, Peru and Brazil which represent models ranging from formal schools to home day care and cooperative programs. The advantages and limitations of these center-based approaches are summarized. The advantages and limitations of approaches which educate and support caregivers are presented in chapter 5. Programs ranging from home visiting to the use of communications media and child-to-child programs which reflect this approach and are adopted by Indonesia, China, Jamaica, Thailand, and Chile are described in chapter 5. A research review and summary of the effects of early childhood interventions on progress and performance in primary school is presented in the last chapter along with suggestions for policy and programming. (BAC)

ED 383 420 PS 023 138

Blenkin, G. M.; And Others
Principles into Practice: Improving the Quality of Children's Early Learning. Phase One Report and Interim Report: Year Two (June 1994 to May 1995).
PUB DATE- 95
NOTE- 247p.; For 1993-1994 reports, see ED 373 870.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Child Development; Curriculum Development; *Early Childhood Education; *Educational Assessment; Educational Attitudes; *Educational Quality; Foreign Countries; Interviews; Longitudinal Studies; Parent Teacher Cooperation; Professional Development; *Questionnaires; School Surveys; *Teacher Qualifications
IDENTIFIERS- Developmentally Appropriate Programs; England; Wales

This report presents the main findings of the first phase of an ongoing study on improving the quality of children's early learning in England and Wales. The purpose of the project is to investigate the ways in which early learning in group settings can be improved by raising the quality of the practice of those professionals who work with young children. The first part of the project focused on conducting an extensive survey of existing provisions for young children in England and Wales. In surveying this range of provision, information concerning both the nature and the quality of provision was obtained. The report is divided into three main areas. The first four chapters contain an overview of the project, including a brief summary of the findings, the research methodology adopted, and the mode of analysis. The fifth chapter is the main core of the report and presents, in a detailed and technical form, findings from the survey. Chapter 6 contains an outline of the dissemination process and a discussion of the action research pilot studies which were conducted during the first phase. The concluding chapter identifies the main findings of the research. Copies of the questionnaires used in the study are included in the appendices. The interim report, which is included, presents an introduction, research methodology, analysis, preliminary findings, future plans and conclusions relating to the second phase of the study that involves practitioners in action research, enabling them to investigate and critically reflect upon aspects of their practice. (AA)

ED 383 440 PS 023 298

Mitchell, Anne; And Others
Evaluating Education Reform: Early Childhood Education. A Review of Research on Early Education, Family Support and Parent Education, and Collaboration.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Agency Cooperation; Child Caregivers; Coordination; Day Care; *Day Care Effects; *Early Childhood Education; *Early Intervention; Educational Assessment; Educational Policy; Educational Quality; Family Day Care; *Family Programs; Home Visits; Integrated Services; Intelligence Tests; Longitudinal Studies; Outcomes of Education; *Parent Education; Parent Participation; Placement; Preschool Education; Program Effectiveness; Program Evaluation; Transitional Programs
IDENTIFIERS- *Family Resource and Support Programs; Family Support

This literature review summarizes the research on early childhoo education, parent education, and family support programs, and reports on relevant research in progress. Key findings are discussed in the context of the results of studies over 3 decades. The literature indicates that conceptual underpinnings and theoretical constructs underlying various intervention strategies have evolved over 30 years. The first wave of programs focused on improving the child's cognitive functioning or on training the parents or caregivers as the intervenor by attempting to alter parenting behaviors to promote cognitive functioning, although neither type of program was entirely exclusive. Most programs still consciously address both the child and the parent. The range of expected outcomes has broadened over the years, from a narrowly cognitive focus to a concentration on the entire range of developmental outcomes for the child and to the improvement of life outcomes for the parents. The review of the research also indicates that interventions beginning earlier in the life cycle (i.e., beginning prenatally rather than when the child is near to school entry) are more effective than later interventions, and that comprehensive interventions are complex and have not been studied extensively. The lack of an adequate body of research on collaborative, multifocused, intensive, comprehensive programs is the most serious limitation to date--from the perspective of policymakers seeking evidence in favor of one program strategy over another--and should be pursued. (Contains 185 references.) (DR)

ED 383 458 PS 023 354

Napier, Georgia P.; And Others
Child Care Standards throughout the Fifty States.
PUB DATE- 10 Nov 94
NOTE- 45p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Certification; *Day Care; *Educational Quality; Federal Regulation; National Surveys; Preschool Children; Preschool Education; State Licensing Boards; *State Regulation; *State Standards
IDENTIFIERS- American Academy of Pediatrics; American Public Health Association; National Association Educ of Young Children

Despite the growing need for child day care, the absence of federal regulation of child care centers gives individual states great authority in licensing care. Since states are the final authority concerning day care licensing, the quality of care varies from state to state. This study determined the extent to which current child care standards in the United States meet the criteria established in the 50 proxy standards developed and adopted by the American Public Health Association (APHA) and the American Academy of Pediatrics (AAP). The child care licensing administrators of the 50 states were surveyed using the AAP-APHA Collaborative Child Care Standards Project Survey of State Licensing Regulations. Forty-eight states responded. Several comparisons were made: (1) current child care standards in the states were compared to the criteria established through the 50 APHA-AAP proxy standards; (2) this assessment of the 10 technical panel content areas of the 50 proxy standards was compared with the initial assessment conducted by the APHA and AAP; and (3) state differences on the 7 different configurations of the National Association for the Education of Young Children (NAEYC) Affiliate Structure were compared to the composite score of the 50 APHA-AAP proxy standards. The present study is, therefore, a partial replication of the original APHA-AAP study. This study found improvements in the child care licensing regulations since the original APHA-AAP study was made: states met 6 of the proxy standards with an excellent rating; compliance with 43 proxy standards increased, while compliance with 7 standards decreased; and 41 states increased their composite scores, while scores of 6 states declined. (Contains 14 references.) (TM)

ED 383 477 PS 023 385

Bloomberg, Laura; And Others
The Design, Delivery, and Evaluation of Community-Based Family Service Collaboratives: A Review of the Literature.
SPONS. AGENCY- Minnesota State Dept. of Planning, St. Paul.
PUB DATE- 10 May 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; *Community Programs; Community Services; *Cooperative Programs; *Family Programs; Integrated Services; *Partnerships in Education; Program Effectiveness; Program Evaluation; Program Implementation; *Social Services
IDENTIFIERS- Family Resource and Support Programs

This literature review is intended for use by organizations and agencies who are working to develop coordinated and integrated services for children and families in their communities. The information is organized in a framework that reflects primary areas of importance in evaluating implementation and effects of collaboration. The reviewed documents reflect a combination of empirical research findings, recommendations based on multiple practitioners' experiences, theoretical perspectives, and analyses of existing programs. The major sections have been organized to correspond to the four broad framework categories. Section 1 gives an overview of the report. Section 2 summarizes the factors that may shape collaborative initiatives. Section 3 summarizes the factors that may facilitate or impede the implementation of collaborative processes. Section 4 crystallizes the key elements that are part of a collaborative effort. Section 5 identifies an array of claims that collaborative initiatives may make about positive impact on children and families and the system as a whole. This section also includes a compilation of intermediate and long-term indicators that might be used to substantiate these claims. Also included are a list of broad evaluation questions for Minnesota's Family Service Collaboratives and Children's Initiative Partners, and a list of the primary focus of each of the reviewed articles. Contains 33 references. (AA)

ED 383 495 RC 019 844

Smith, Murray R.
Professional Development of Science Teaching via Distance Technology.

PUB DATE- 24 Oct 94
NOTE- 18p.; Paper presented at the Rural and Small Schools Conference (Manhattan, KS, October 24-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; Educational Practices; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *Professional Development; *Reflective Teaching; Rural Education; *Rural Schools; Science Education; *Science Teachers; Teacher Attitudes; Teaching Methods; *Videotape Recordings
IDENTIFIERS- *Vignettes

This study explored video technology as a tool to overcome problems of distance, cost, and shortage of presenters hindering the professional development of rural science teachers. A qualitative design was used to collect data on how 4 teachers responded to 10 videotaped vignettes of science instruction. The 4-minute vignettes showed urban teachers engaging students in hands-on activities to discover scientific principles. Three of the responding teachers were in their second year of teaching and the fourth had taught for 8 years. The teachers provided responses to the vignettes in interviews, videotaped data, and journals, and during classroom observations. Data were transcribed into protocols and categorized according to prevalent themes. The data were verified using juxtapositioning, recurring data, and triangulation. Although three of the four teachers were initially skeptical of vignettes that did not match their classroom environment, they seemed to construct their own meaning of the vignettes as they reflected upon their classroom practices. The findings suggest that vignettes could be valuable tools for professional development, particularly with the support of an external person or other staff members. Present and future possibilities are outlined for the use of vignettes in distance education for teachers. (Contains 24 references.) (KS)

ED 383 512 RC 020 137

Dharmadasa, Indranie
Family and Child Development Project in the Village of Uyanwatta
in Sri Lanka.
PUB DATE- Nov 94
NOTE- 44p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Developing Nations; Educational Attitudes; Elementary Education; *Family Environment; Foreign Countries; Health Education; *High Risk Students; *Mothers; *Parent Education; Parent Influence; Parenting Skills; *Parent Student Relationship; Poverty; Program Evaluation; Rural Education
IDENTIFIERS- *Sri Lanka

This study evaluates the effects of a family development project implemented in Uyanwatta, a poor rural village in Kandy district, Sri Lanka, on the academic achievement of at-risk elementary school students. Specifically, the study examined the level of mother's involvement in enriching the family environment and its impact on children's academic achievement. Lack of motivation, lack of family support for formal learning, poor economic conditions, and household chores were identified as major parent-related factors that hinder children's performance at school. In addition, research suggests that positive parenting is associated with relatively high levels of children's social and academic competence. Participants in the study included 25 uneducated, unemployed mothers in low-income families, whose children were in the fourth grade. Based on family demographic profiles, more than 90 percent of the families in the village were living in poverty and the children were considered educationally at risk. Mothers participated in learning and discussion groups concerning five domains of family environment: family income, health and nutrition, learning facilitation, family interaction, and mother-child interaction. A measure of childrens' mathematics and language achievement levels was administered prior to and following the 12-week intervention program. The program also involved home observations and interviews to evaluate the level of mothers' involvement in the program. Data indicate a significant gain in children's language and mathematics skills. In addition, observations and interviews revealed that mothers were positively involved in enriching the five domains of family environment, particularly family income and health and nutrition. Contains 56 references and data tables. (LP)

ED 383 531 SE 055 263

Gartrell, Jack E., Jr.
Methods of Motion: An Introduction to Mechanics. Book One. Revised Edition.
PUB DATE- 92
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acceleration (Physics); *Force; Learning Activities; *Mechanics (Physics); *Motion; Physics; *Science Activities; Science Education; Secondary Education
IDENTIFIERS- Hands on Science

This document contains a series of six modules which illustrate selected concepts of mechanics with hands-on activities and audiovisual materials. Following the modules is a collection of readings which give detailed explanations of the concepts presented in the activities. A guide for teachers and workshop leaders is provided for use in planning instruction of the activities and lists equipment and information for the recommended audiovisual materials. Finally, a glossary provides definitions of many of the terms used in the modules. Module titles are: Sizing it Up; Mass and Force; Constant Speed Versus Acceleration; Interactions of Force, Mass, and Acceleration; Applying the Laws of Motion; and "Hidden Forces" Affecting Motion. (MKR)

ED 383 549 SE 056 273

Goldberg, Fred; Bendall, Sharon
Intermediate States and Powerful Ideas: Learning about Image Formation.
PUB DATE- Apr 95
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; Higher Education; Learning Activities; *Optics; *Physics; Preservice Teacher Education; Science Activities; Science Curriculum; *Science Instruction

This paper describes a curriculum unit developed in the domain of geometrical optics which has been incorporated into an activity-based physics course for prospective elementary teachers. The instructional goal was to help students develop a set of powerful ideas that could be applied both verbally and diagrammatically to account for optical phenomena encountered in daily experience. Students engage in extensive talking, writing, and thinking about the phenomena. Two separate sections summarize research on student understanding of geometrical optics and briefly describe the view of the learner that guided the curriculum development. Following this, a section describes the set of powerful ideas that comprises the conceptual model for geometrical optics developed during the unit and how an interactive multimedia program is used. Finally, an evaluation of the effectiveness of the unit is discussed. Contains 28 references. (MKR)

ED 383 571 SE 056 534

Samples of Students' Responses from the Grade 9 Science Performance-Based Assessment Tasks, June 1993.
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Standards; Evaluatio Methods; Foreign Countries; *Grade 9; High Schools; *Performance Tests; Science Education; *Science Process Skills Science Tests; Testing Programs; *Test Results
IDENTIFIERS- *Alberta; *Performance Based Evaluation

The purpose of this document is to provide teachers, administrators, students, and parents with samples of students' performances that exemplify standards in relation to the 1993 Grade 9 Science Performance-Based Assessment Tasks for the province of Alberta, Canada. A sample of 698 randomly selected students from 31 schools did the performance-based assessment. The quality of student works are grouped into three levels: (1) beyond grade 9 level; (2) at grade 9 level; and (3) not yet at grade 9 level. An introduction describes the procedure used and program area emphasis by topic. Samples of students' performances are presented for each of 6 activities that correspond to the topics of: (1) diversity of living things; (2) fluids and pressure; (3) heat energy: transfer and conservation; (4) electromagnetic systems; (5) chemical properties and changes; and (6) environmental quality. A summary section describes what students did for each activity, followed by a discussion of areas for improvement. Appendices contain science holistic scoring criteria, percentage of students at each level, hazardous waste data sheets and maps (used for the environmental quality topic): and science descriptive coding criteria. (LZ)

ED 383 593 SO 024 806

Shaughnessy, Michael F.
Critical Thinking: Attitudes, Skills, and Ambiguity.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Critical Thinking; *Decision Making; Elementary Secondary Education; Inferences; Logic; *Logical Thinking; Philosophy; *Problem Solving; *Thinking Skills

This paper provides an overview of the realm of critical thinking. The document explores the development of a critical thinking attitude and specific skills relative to logic, rationality, and reasoning that must be fostered to facilitate and enhance future learning. The issue of ambiguity also is addressed as a central construct of the critical thinking domain. The paper addresses the history of the development of critical thinking and how philosophers have addressed it through time. Relatively little is being done to address the areas of critical thinking and logic in the schools. A review of the literature related to critical thinking suggests ways in which schools can work to develop critical thinking in students. Questions are raised for areas of further research in this area. (EH)

ED 383 614 SO 024 960

Barrington, Lowell W.
An Explanation of the Citizenship Policies of Estonia and Lithuania.
PUB DATE- 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 1-4, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizen Role; *Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; Civil Liberties; Civil Rights; Democracy; *Developing Nations; Foreign Countries; Global Education; Government (Administrative Body); Human Relations; Law Related Education; Political Science
IDENTIFIERS- *Estonia; *Lithuania

This study attempts to examine and explain the citizenship choices made by the governments of Estonia and Lithuania. The report explains the factors driving the inclusiveness of the policies. The project attempts to discover those factors that lead the government of a newly independent state to develop a more inclusive or more exclusive citizenship policy. Factors that likely affect the development of citizenship policies include: (1) an ethnically defined nation or political-territorially defined nation; (2) whether or not the newly independent state is seen as a nation-state or as a multi-national state; (3) a perceived threat to survival of the nation; (4) strength of minority groups in size, concentration, and economic power; and (5) powerful neighbors interested in inclusive policies due to a large ethnic minority in their own country or human rights organizations monitoring citizenship policies. These factors and questions, although applied to Lithuania and Estonia, also address the civic issues of democracy. Extensive notes accompany the text. Contains approximately 100 references. (EH)

ED 383 632 SO 024 994

Senior 4 Western Civilization: An Historical Review of Its
Development. Interim Curriculum Document.

PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Course Content; Culture; Curriculum Design; Curriculum Development; Curriculum Guides; Foreign Countries; High Schools; National Curriculum; *North American History; Social Studies; State Curriculum Guides; *Western Civilization; *World History
IDENTIFIERS- Manitoba

This guide complements the two other social studies documents at the Senior 4 level for the social studies curriculum sequence for schools in Manitoba, Canada. The primary focus of this document is to explore the impact made by significant historical developments, movements, and individuals that shaped and influenced Western Civilization societies. Teaching strategies and learning activities have not been included in this guide, leaving the teacher the independence to develop those. The core objectives identified in this document constitute the basic expectations and serve as a guide to school administrators and teachers in determining appropriate time allotments, with the recommended yearly time allotment between 110-120 hours. The guide is divided into three sections, with each section divided into units. Section I, "To 1700," contains: (1) "Unit I: Introduction to Western Civilization"; (2) "Unit II: Pre-Modern Western Civilization"; and (3) "Unit III: Renaissance, Reformation, and Absolution Versus Representative Government." Section II, "1700 to 1919," contains the following: (1) "Unit IV: The Age of Reason and the Political, Agricultural, and Industrial Revolutions"; and (2) "Unit V: Major Movements and Events from 1815 to 1919." Section III, "1919 to Present," contains "Unit VI: 20th Century." Outline maps of areas of the world accompany the text. (EH)

ED 383 651 SP 035 979

Gordon, June A.

The Role of Global Understanding within Multicultural Teacher Education for Culturally Isolated and Threatened Students.

PUB DATE- 10 Nov 94
NOTE- 5p.; Paper presented at the Annual Meetings of the American Educational Studies Association (Chapel Hill, NC, November 10, 1994) and of the Far Western Philosophy of Education Society (Mexicali, Mexico, December 3-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; *Cultural Isolation; Culture Conflict; *Curriculum Design; Elementary Secondary Education; Higher Education; Hispanic Americans; Immigrants; International Education; *Multicultural Education; *Preservice Teacher Education; Student Characteristics; Student Motivation; Teacher Role; Teacher Student Relationship
IDENTIFIERS- African Americans; Appalachian People; Diversity (Student)

The role of international and comparative education in teacher education must be informed by the needs of American students which include overcoming cultural parochialism due to racial and cultural isolation and inadequate schooling. The urgency of economic and cultural survival for certain groups such as African-American, Appalachian, and Latino students can impede their willingness to explore the complexity of the international community and how their daily lives are impacted by global events. American teachers know little of the forces that drive and/or deter schooling globally. They are unaware that for many other societies schooling is a privilege, not a right. Immigrant students not only place a high value on education but carry the added burden of representing their village or town. These differences in the priorities and preoccupations of immigrant students compared with native-born students, contribute to their academic engagement, fear of failure, and resultant success. Teachers in training are ill-prepared to address the parochialism of American students, the connections between international and national oppression and competition, or the differences in needs and orientation of students from diverse backgrounds. Curriculum changes in teacher education to address these issues would lead to a needed improvement in all schools. (JB)

ED 383 669 SP 036 009

Frykholm, Jeffrey A.

The Impact of the NCTM Standards on Pre-Service Teachers' Beliefs and Practices.

PUB DATE- 22 Apr 95
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Educational Change; Educational Philosophy; Educational Practices; Higher Education; *Mathematics Instruction; *Mathematics Teachers; Preservice Teacher Education; Secondary Education; Secondary School Mathematics; Secondary School Teachers; *Standards; *Student Teacher Attitudes; Student Teachers; Teaching Methods
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; *NCTM Professional Teaching Standards; Reform Efforts

This paper describes a 2-year investigation of pre-service teachers in mathematics. Of particular interest is the degree to which the National Council of Teachers of Mathematics (NCTM) "Curriculum and Evaluation Standards for School Mathematics" (1988), the NCTM "Professional Standards for Teaching Mathematics" (1991), and other reform agendas impact preservice teacher' thinking and practice. The beliefs, perceptions, philosophies, and classroom actions of four cohorts of student teachers (n=44) were examined throughout this 2-year study. Of particular interest were the pressure student teachers felt to implement the "Standards" in their teaching, their perceptions of their own teaching with respect to the "Standards," the content of their lessons, and the impact of cooperating teachers on the development of student teachers. Data were collected through a variety of sources (classroom observations, lesson plans, interviews, seminar sessions, survey questionnaires, and informal conversations); they were organized and analyzed from an ethnographic perspective. Analysis of the data revealed general agreement among the student teachers in their regard for the "Standards." Although they appeared to affirm "Standards" goals and content, the student teachers almost uniformly suggested that they lack the tools to implement the "Standards" appropriately in the classroom. The consistency in the types and content of lessons observed appeared to validate this concern. An overwhelming majority of the lessons observed bore little or no resemblance to the values so highly espoused by the student teachers. Student teachers perceived pressure from the education program to include the standards in their practices, while feeling little pressure from cooperating teachers. They also pointed to cooperating teachers as the most significant influence on their teaching. (Contains 35 references.) (Author/JB)

ED 383 532 SE 055 633

Bergeron, Jacques C., Ed.; And Others
Proceedings of the International Conference on the Psychology of Mathematics Education (PME) (11th, Montreal, Canada, July 19-25, 1987). Volumes I-III.
PUB DATE- Jul 87
NOTE- 1,395p.
LANGUAGE- English
EDRS Price- MF11/PC56 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Addition; Affective Behavior; *Algebra; Arithmetic; Computer Uses in Education; *Constructivism (Learning); Decimal Fractions; Elementary Secondary Education; Epistemology; *Fractions; Geometry; Inservice Teacher Education; Integers; Learning Disabilities; Learning Theories; Mathematics Education; Metacognition; Models; Number Systems; Philosophy; Postsecondary Education; Preservice Teacher Education; *Problem Solving; Rational Numbers; Ratios (Mathematics); Secondary School Mathematics; *Sex Differences; Subtraction; Teaching Methods
IDENTIFIERS- Combinatorics; *Mathematics Education Research; *Psychology of Mathematics Education; Research Agenda Project

The Proceedings of PME-XI has been published in three separate volumes because of the large total of 161 individual conference papers reported. Volume I contains four plenary papers, all on the subject of "constructivism," and 44 commented papers arranged under 4 themes. Volume II contains 56 papers (39 commented; 17 uncommented) arranged under 9 themes. Volume III contains 53 papers arranged under 17 themes, and 4 Research Agenda Project papers. Due to space limitations, the subject content of these volumes will be represented by listing the 30 themes used to categorize the papers. Volume I: (1) Affective Factors in Mathematics Learning; (2) Algebra in Computer Environments; (3) Algebraic Thinking; (4) Fractions and Rational Numbers; Volume II: (5) Geometry in Computer Environments; (6) In-Service Teacher Training; (7) Mathematical Problem Solving; (8) Metacognition and Problem Solving; (9) Ratio and Proportion; (10) Number and Numeration; (11) Addition and Subtraction; (12) Rationals and Decimals; (13) Integers; Volume III: (14) Cognitive Development; (15) Combinatorics; (16) Computer Environments; (17) Disabilities and the Learning of Mathematics; (18) Gender and Mathematics; (19) Geometry; (20) High School Mathematics; (21) Effect of Text; (22) Socially Shared Problem Solving Approach; (23) Didactic Engineering; (24) Curriculum Projects; (25) Affective Obstacles; (26) Instructional Strategies; (27) Measurement Concepts; (28) Philosophy, Epistemology, Models of Understanding; (29) Pre-Service Teacher Training; (30) Teritary Level. Each volume contains an author index covering all three volumes. (MKR)

ED 383 550 SE 056 280

Vaden-Kiernan, Nancy; And Others
Short-Term Impact Study of the Presidential Awards for Excellence in Science and Mathematics Teaching.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- Oct 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Awards; Elementary Secondary Education; Interviews; *Master Teachers; Mathematics Education; *Mathematics Teachers; Science Education; *Science Teachers; Teacher Effectiveness; Teacher Evaluation; Teacher Response
IDENTIFIERS- *National Science Foundation; *Presidential Awards Excellence in Science and Math

This report summarizes the findings of an impact study of the National Science Foundation (NSF) program of Presidential Awards for Excellence in Science and Mathematics Teaching (PAESMT). In 1994, NSF commissioned a company to conduct a series of informal conversations with 115 of the 430 awardees to gather more systematic information on what it means to be recognized as an awardee and how receiving the award has affected the teachers' lives and careers. Topics covered included: impact of the recognition of the awardees; their use of financial rewards and gifts; their reflections on the nomination, selection, and award process; and their suggestions for strengthening the program and broadening its coverage. Findings showed that PAESMT is seen as an overwhelming success in terms of its impact on participants and the recognition of the importance of good mathematics and science instruction. Strong positive effects were found on the personal level, the professional level, and the public level for those who had been recognized. Many rewardees look for ways to share the monetary award with their colleagues, providing support for conferences or other training activities. (MKR)

ED 383 572 SE 056 537

Evaluating Innovation in Environmental Education. OECD Documents.
PUB DATE- 94
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Community Action; *Curriculum Development; Elementary Secondary Education; *Environmental Education; *Evaluation Methods; Foreign Countries; International Organizations; Program Development; *Program Evaluation; School Community Relationship
IDENTIFIERS- Environmental Action

This book is about an approach to curriculum development and evaluation in which teachers and students worked with parents, local communities, politicians, and a major international organization, to carry out research and bring about improvements. The participants were part of the Environment and Schools Initiative (ENSI), a major international curriculum development program sponsored by the Centre for Educational Research and Innovation of the Organisation for Economic Co-operation and Development. A particular evaluation methodology grounded in the need to understand the relationship between individual action and political and social systems, and an overview of the work of the ENSI program are presented. A collection of articles and essays comprise 11 chapters on the following topics: (1) the study "Environment and School Initiatives"; (2) developing community-focused environmental education through action-research; (3) networking in environmental education; (4) evaluating the outcomes of environment and school initiatives; (5) values, power and strategy in evaluating design, some preliminary considerations; (6) evaluating action-research projects; (7) the content of program evaluation; (8) the conduct of evaluation; (9) interviewing in case study evaluation; (10) making the most of judgment data; and (11) reporting evaluations. Chapters 5 through 11 present perspectives from the Cromer Conference held June 6-12, 1991 in Norfolk, England, United Kingdom. (LZ)

ED 383 594 SO 024 808

Adey, Philip; Dillon, Justin

Large Scale Delivery of Effective Staff Development in Indonesia.

PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Continuing Education; *Faculty Development; Foreign Countries; *Inservice Teacher Education; *Institutes (Training Programs); On the Job Training; Professional Continuing Education; *Professional Development; Professional Training; Retraining; Secondary Education; *Staff Development
IDENTIFIERS- *Indonesia

This research describes how the Pemnatapan Kerja Guru (PKG) Project in Indonesia developed into one of the largest continuing inservice programs in the world. Working with UNESCO and UNICEF, the Ministry of Education began a radical innovation of inservice training of secondary teachers already in the classrooms. Beginning with science teachers in 1980, mathematics teachers were included in 1981 and now includes teachers of English, Indonesian language, and social studies. The components of the delivery of inservice and how they work together to bring about change in classrooms, the outcomes of the project evaluations, and the current status of the project in Indonesia also are described. (EH)

ED 383 233 FL 800 960

Lopez-Valadez, Jeanne

Succeeding with the LEP in Vocational Education: Common Concerns and Solutions.

PUB DATE- Jun 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Counseling Services; Cultural Context; *Cultural Influences; *Employment Opportunities; Guides; Language Proficiency; Lesson Plans; *Limited English Speaking; Measurement Techniques; Models; Postsecondary Education; Recruitment; Resource Materials; Secondary Education; Student Needs; Vocational Education; *Vocational English (Second Language)

This manual is designed to be used as a resource in the planning and implementation of vocational education support services for the limited-English-proficient (LEP) student. The focus of the manual is to address the linguistic and cultural backgrounds of LEP persons and provide them with vocational education that encompasses a wide array of services--targeted recruitment, occupational English, adapted vocational instruction, career counseling and job development--in order to facilitate their participation in training and integration into the workplace. Topics covered include identifying LEP students, training models, assessment of LEP students, instructional adaptation, the role of culture, counseling materials and funding. Appended materials include the following: sample language proficiency descriptions; sample home language surveys; a list of resource agencies; a bilingual vocational program student referral form; the Bilingual Vocational Education project's industrial and technical training curriculum; a list of typing competencies for the LEP student; bilingual vocational training models; ethnic media resources; recruitment brochures; language proficiency assessment tools; excerpts from a technical English test; Vocational English-as-a-Second-Language (VESL) competency checklist for data entry; sources of sample assessment instruments; a list of information and materials clearinghouses; work English VESL competencies; and sample VESL lesson plans. (CK)

ED 383 253 HE 028 365

Garcia, Teresa; And Others

Gender and Ethnic Differences in College Students' Academic Possible Selves.

SPONS. AGENCY- Texas Univ., Austin.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aspiration; *College Students; Education Work Relationship; *Ethnicity; Goal Orientation; Higher Education; Individual Development; Minority Groups; Occupational Aspiration; Self Actualization; *Self Concept; Self Efficacy; *Self Evaluation (Individuals); *Sex Differences; Student Attitudes; Student Characteristics; *Student Development; Student Educational Objectives

This study examined college students' views of their "academic possible selves," how these possible selves vary by social group, and how students view the chance of becoming that possible self and the importance of and their power to attain that possible self. Participants were 126 college students enrolled in an introductory educational psychology course at a large southwestern research university. Women comprised 49 percent of the sample and ethnic minorities constituted 39 percent. Students' positive and negative possible selves were assessed using an open-ended protocol in which they were asked to think of what they were like in terms of academics and to list three positive possible selves and three negative possible selves. Participants also rated each self-schema's importance and reported how efficacious they felt about attaining positive possible selves and avoiding negative possible selves. Finally students estimated the likelihood of hoped-for and feared possible selves. Results yielded a diverse and complex array of self-conceptions. The open-ended technique appeared to be effective. Patterns of possible selves varied by gender and ethnicity. Females appeared to place very high importance on possible selves relating to effort and achievement but reported lower levels of efficacy (compared to males) in avoiding feared possible selves. (Contains 23 references.) (JB)

ED 383 274   HE 028 387

Project Impact: Disseminating Innovation in Undergraduate Education. Conference Proceedings (Arlington, Virginia, May 31-June 3, 1994).
PUB DATE- 94
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biology; Chemistry; *College Curriculum; *College Instruction; Computer Science Education; Engineering Education; Higher Education; *Information Dissemination; *Instructional Innovation; Mathematics Education; Physics; Research Utilization; *Science Education; Social Sciences; *Undergraduate Study

These proceedings report the efforts of National Science Foundation researchers to disseminate innovations in undergraduate education. Section 1 contains forewords and keynote addresses by Robert F. Watson, Neal F. Lane, and Luther S. Williams. Section 2 contains overviews on dissemination and publishing including "Full-Scale Implementation: The Interactive 'Whole Story'" by Susan B. Millar; "Awareness, Access, Assistance: Dissemination Reconsidered" by Donald P. Ely; and "Getting the Word Out: Disseminating Innovation by Means of Traditional and Electronic Publishing" by Jay Sivin-Kachala and Maryellen Kohn. Section 3 contains essays on innovations in specific disciplines, including the following titles: (1) "The Nature of Efforts To Effect Interdisciplinary Reforms: Drivers, Barriers, and Strategies for Dissemination" (Steve Landry); (2) "Current Trends in Undergraduate Biology" (Jeffrey L. Fox); (3) "Chemistry Education: Innovations and Dissemination" (T. L. Nally); (4) "Education Projects in Computer Science" (A. Joe Turner); (5) "Engineering Curricula: Beginning a New Era" (Lyle D. Feisel); (6) "Keep on Moving: Energizers in Mathematics Education Reform" (Brian Winkel); (7) "Bridging the Gap: Disseminating Physics Innovations" (Robert H. Romer); and (8) "From Idea to Impact: Realizing Educational Innovation in the Social Sciences" (Kenneth E. Foote). Section 4 contains a list of conference participants and participating publishers. (MDM)

ED 383 293 IR 017 148

Darwazeh, Afnan N.
The Effect of Training in Instructional Designer Competencies on Teachers' Planning Routine and Their Students' Academic Achievement.

PUB DATE- 95
NOTE- 21p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Case Studies; *Competence; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; Instructional Design; Pretests Posttests; Questionnaires; *Teachers; *Training Methods
IDENTIFIERS- Palestine; *Teacher Planning

A class of 37 in-service government school teachers from the Nablus (Palestine) district was studied to investigate the effects of 18 hours of training in Instructional Designer's Competencies (IDC) on teachers' planning routine, and their students' academic achievement. A questionnaire measured IDC in five domains: analysis, design, implementation, management, and evaluation. It was administered to the teachers before and after training. Results indicate that training teachers on instructional designer's competencies enhanced their planning routine and their students academic achievement; using true experimental designs like a pretest-posttest control group design is recommended in future research. (Contains 20 references.) (AEF)

ED 383 313 IR 017 168

Jost, Karen Lee
Creating a Learning Environment for Teachers.
PUB DATE- 95
NOTE- 6p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Uses in Education; Constructivism (Learning); *Educational Change; Educational Objectives; *Educational Technology; Educational Theories; Elementary Secondary Education; Futures (of Society); Higher Education; Microcomputers; *Teacher Education; Use Studies
IDENTIFIERS- *Barriers to Change; Role of Technology

This paper presents the theoretical framework for a new course for teacher education. It describes how computers have been used in education and identifies factors that contribute to the unrealized potential of technology use in schools. This new course is consistent with a constructivist view of learning, new educational goals, and a view of the role of technology as a tool that can support the attainment of educational goals and increased student learning. Throughout the twentieth century, each time a new form of media or technology appears on the market, predictions have been made concerning the vast changes that it will undoubtedly bring to classrooms and to the educational process. The arrival of personal computers was no exception. Researchers and futurists predicted great changes to come due to the presence of computers in our schools. The envisioned changes were not realized, however, through the mere existence of machines in classrooms or school buildings. In fact, change has been so slow that in many schools, computers have yet to move from administrative offices to classrooms. Computers are having an enormous and pervasive impact on our business world and on society. The scope of their effect has focused more attention on classroom teachers' use of technology and the perceived failure of education to fully utilize computers in the instructional process. (Contains 12 references.) (Author)

ED 383 331 IR 017 186

Reeves, Thomas C.

Questioning the Questions of Instructional Technology Research.

PUB DATE- 95
NOTE- 13p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Content Analysis; Criticism; *Educational Research; *Educational Technology; Higher Education; Research Methodology; *Scholarly Journals; Scientific Research; *Social Influences

This paper explores the issue of the social relevance of instructional technology research, and examines the state of research in the field today. A modification of Dick and Dick's (1989) research article classification scheme is used to categorize the field's research literature. This new classification scheme represents an effort to distinguish between the goals of research and the methods of research. It is proposed that most research studies in instructional technology can be classified according to the six research goals defined in the paper: theoretical; empirical; interpretivist; postmodern; developmental; and evaluation. The proposed methodology classification includes: quantitative; qualitative; critical theory; literature review; and mixed-methods. Matrices of research goals by research methods are provided for 104 articles published in "Educational Technology Research and Development" from 1989-1994, and 129 articles published in "Journal of Computer-Based Instruction" from 1988-1994. The most common type of article in either publication is empirical in intent and quantitative in method. The next largest subset can be classified as theoretical in intent and employing literature review as the primary method. There is a paucity of interpretivist articles, developmental research studies, and a complete absence of any articles that are postmodern in intent or that employ critical theory as a methodology. The quality of contemporary research in the field is criticized, with many articles being characterized as pseudoscience, having the following characteristics: specification error; lack of linkage to robust theory; inadequate literature review; inadequate treatment implementation; measurement flaws; inconsequential outcome measures; inadequate sample sizes; inappropriate statistical analysis; and meaningless discussion of results. It is proposed that meaningful research can be conducted provided the sterility of existing research is acknowledged, and the profession builds anew from a foundation of sound learning theory and rededicated concern for the social impact of research. Data is illustrated in four figures. (Contains 54 references.) (MAS)

ED 383 348   IR 055 509

Piccininni, James
Qualifications Necessary To Become a Library Director.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Qualifications; *Administrators; *Employment Qualifications; Librarians; *Library Administration; Professional Development
IDENTIFIERS- *Library Directors

This brief 3-page paper gives a broad outline of the type of qualifications needed for a librarian to become a library director. Four requirements that candidates should meet are suggested: (1) a work record involving both public and technical library services; (2) a second Master's degree or doctoral degree; (3) evidence of initiative as revealed through committee membership in professional associations, publication of scholarly articles, presentations at conferences, creation or significant expansion of library services, receipt of grant awards, and other similar achievements; and (4) a stable, well-grounded work ethic. In addition, it is recommended that candidates be geographically mobile. (MAS)

ED 383 366 JC 950 288

27th Spring Session Resolutions.

PUB DATE- 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Articulation (Education); College Curriculum; *College Governing Councils; Community Colleges; Diversity (Institutional); Educational Certificates; Educational Finance; *Educational Policy; Faculty Development; Grading; *Policy Formation; Statewide Planning; Two Year Colleges; Vocational Education

Documenting the 1995 spring session, this report provides resolutions considered by the Academic Senate for the California Community Colleges. The three sections of the report detail 72 resolutions that passed, 7 that were referred, and 9 that failed. The resolutions that passed are further divided into the following sections: (1) the Academic Senate and local senates, including roles and responsibilities and direct election of area representatives; (2) accreditation, related to training faculty to serve on accreditation teams and standards; (3) affirmative action/cultural diversity, including workshops and opposition to legislation to repeal affirmative action; (4) articulation and transfer; (5) budget and finance related to transfer services and growth funds; (6) counseling; (7) curriculum, including an integrated approach to multicultural education and academic freedom; (8) faculty development, including staff development and Assembly Bill 1725 workshops; (9) general concerns, such as facilities maintenance, civil action on discrimination, and an education effort between the Colleges and Thailand; (10) grading; (11) intersegmental issues of collaboration and cooperation; (12) matriculation; (13) professional standards; (14) students, including fees, grading, and appointment to the Board of Governors; and (15) vocational education. The second section provides the resolutions that were referred in the areas of the Academic Senate and its procedures; general concerns, such as equal education opportunities; and student funding. Finally, section 3 presents resolutions that failed in areas dealing with the Academic Senate, articulation and transfer, distance learning, faculty development, general concerns, and students. Lists of attendees, acronyms used, and policies on faculty nominees for the Board of Governors are appended. (KP)

ED 383 384 JC 950 309

Jernigan, Ron; And Others
Short-Term Economic Impact of New Mexico State University at Grants on the Cibola County Service Area. A Report to the Citizens of Cibola County, New Mexico.
PUB DATE- Jun 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Economic Impact; *Educational Economics; Expenditures; Labor Force Development; Local Government; *School Community Relationship; *State Federal Aid; Student Financial Aid; Tables (Data); Tax Allocation; Two Year Colleges
IDENTIFIERS- *New Mexico State University Grants Branch

A study was conducted by the Grants Campus of New Mexico State University to determine the campus' economic impact on its service area. Data from the 1993-94 academic year were gathered from state, county, and institutional reports, and surveys conducted of students and college employees. Economic data were analyzed on three levels: level I funds, representing sources of funds received by the college and including tuition and fees, grants, and state appropriations; level II funds, representing expenditures by the college within the local service area, such as local purchases and salaries; and level III funds, measuring various economic effects of the college on local government, business, and society. Study findings included the following: (1) in 1993-94, a one mill tax in the county generated $93,439 for the college, while level I funds amounted to $1,816,236, primarily from state and federal funding; (2) level II expenditures by the college within the county, including salaries, amounted to $2,308,778; (3) using a conservative multiplier of 1.8, it was estimated that the local business volume generated $1,951,752; and (4) approximately 116 equivalent local jobs were generated in the county because of the presence of the college, while local student income from financial aid was $679,450. (Tables of key economic indicators, a chart of economic variables with dollar amounts, and definitions of measures are appended.) (KP)

ED 383 402 PS 022 507

Marchesani, Richard J.
A Parent Awareness Program for the Junior High School Setting with a Focus on Proactive Communication through a Political Empowerment of Parents.
PUB DATE- 93
NOTE- 103p.; Ed.D. Practicum Report, Nova University. Some pages contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; Communication (Thought Transfer); Family School Relationship; Intermediate Grades; Junior High Schools; Middle Schools; Parent Attitudes; *Parent Participation; *Parent School Relationship; Politics of Education; Questionnaires; *Resistance to Change; Student Attitudes; *Teacher Attitudes

An 8-month practicum was developed to eliminate the communication gap experienced by parents moving from the multi-communicative atmosphere of the elementary school to the relatively incidental reporting environment of the junior high school. The practicum sought to increase home-school communication through parental awareness and involvement. An unexpected outcome was the intensity of teacher resistance to parental involvement, causing a shift in the practicum's focus from awareness to political involvement. Subjects were 72 parents of sixth-through ninth-grade students, and an unspecified number of teachers and students. Parents collaborated on publishing a newsletter, writing letters, and organizing educational forums to foster debate on issues of education specific to their children and the school environment. Increased parental involvement led to the establishment of school committees seeking to replace the junior high school with a middle school. Results of the practicum indicated that the solutions to many of the problems with the school were political, and that understanding the power base of both teachers and the union is a necessary precept to any parental action for improved home-school communication. (Ten appendices include questionnaires and post-program surveys, workshop handouts, a home-school relations checklist, and a letter from parents to the newspaper. Contains 26 references. (SM)

ED 383 421 PS 023 142

Martello, Julie
Write from the Start: Supporting Beginning Writers.
PUB DATE- Dec 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Developmental Stages; Early Childhood Education; Foreign Countries; Teacher Student Relationship; *Teaching Methods; *Writing Instruction; *Writing Readiness; Writing Research; Writing Skills; Writing Strategies; *Young Children
IDENTIFIERS- Australia; Print Awareness

This booklet is designed to help primary school teachers encourage and support children in learning to write during the first years of school. It discusses learning to write in the years before formal schooling, focusing on mediated contact with print, involvement in the everyday functions of print, experimentation with print, and support and encouragement for young writers. The booklet also examines some common steps in children's writing development, focusing on the role-play writing phase, experimental writing phase, and the early writing phase. It then addresses writing in the first years of school, focusing on recent research in the teaching of writing, genres of writing for young children, teaching strategies, writing in the first year at school, and support techniques for beginning writers. (MDM)

ED 383 478 PS 023 389

Hardy, Robert C.

Development and Socialization of Leadership Style in Children and Adolescents.

PUB DATE- 2 Apr 95
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 29-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; *Behavioral Science Research; *Children; Construct Validity; Cultural Differences; *Leadership Qualities; *Leadership Styles; Models; Sex Differences; Student Attitudes; Student Behavior
IDENTIFIERS- Contingency Models

This paper reviews a number of studies that have tested Fiedler's (1964) Contingency Model and Least Preferred Co-Worker Scale of leadership style and effectiveness, focusing on studies that have examined the characteristics and stability of this scale across age, ethnicity, and gender. The Contingency Model is based on three determinants of situation favorability. They are, in order of importance: leader-member relations, task structure, and position power. These studies demonstrate that ratings of leadership style can be obtained at ages as young as 4 years (for females), and that for older adolescents these ratings have some stability over a long period of their lifetime. They also have shown that the Contingency Model itself has validity in educational settings across a range of age groups from the middle elementary years into late adolescence and adulthood. (Contains 13 references.) (MDM)

ED 383 496 RC 020 061

Duindam, Ton; Keus, Bart

Outdoor Experiential Education in Residential Treatment Centres: Methodological Approach and the Czech Experiment.

PUB DATE- Nov 94
NOTE- 10p.; Paper presented at the International Seminar on Outdoor Activities (Prague, Czech Republic, November 25-27, 1994). Occasional problems with English spelling and grammar.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Adventure Education; Delinquent Rehabilitation; *Experiential Learning; Foreign Countries; *High Risk Students; *Individual Development; *Outdoor Activities; Problem Children; *Residential Programs; Secondary Education; Therapeutic Environment
IDENTIFIERS- Czech Republic; *Netherlands

Outdoor activities in residential programs aim to promote personal growth and to develop a healthy personality in troubled youth for whom other interventions have been unsuccessful. In the Netherlands, experiential outdoor programs consist of activities such as mountain climbing and rapelling, flat and white water canoeing, biking, sailing, caving, trekking and camping. The activities are used for a diversity of special populations such as adolescents with behavior disorders, drug addicts, youngsters with criminal records or psychiatric problems, and disabled young people in wheelchairs. In the experiential process, facilitators assess basic aims and needs with the youngster and establish basic rules. The experiential environment is composed of a small group of people and challenging surroundings. The youngsters start with a task in which abilities are needed that fit into the framework of meeting assessed needs. Preprocessing accelerates the outcome, which can range from failure to mastery. The group evaluates the process and may generalize the results. The results of the evaluation set the tone for the next new task. When a youngster builds a stock of experiences, he may step into real life with a set of self-rewarding, problem-solving strategies. An intensive program is being developed in the Czech Republic for more severely troubled youth, in which youth are heavily involved in the development of a campground, hotel, and restaurant. The youngsters will then return to a group home in Amsterdam for about 3 months. Experiential learning will be central to both phases. (KS)

ED 383 615 SO 024 971

McBride, Lawrence, Ed.
Building Bridges Symposium: Linking the Disciplines during Pre-Service Teacher Education.
PUB DATE- Oct 94
NOTE- 58p.; Some photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business Education; Curriculum Development; English Curriculum; Higher Education; *Integrated Activities; *Interdisciplinary Approach; Planning; *Preservice Teacher Education; Social Studies; *Student Teachers; Teacher Education Programs; *Thematic Approach; Units of Study

This program presents units of instruction by inter-disciplinary teams of preservice teacher education students showcasing student developed curriculum integration ideas. Lessons integrate the areas of social studies, language arts, business, science, industrial technology, and health. Presented in four sessions, Session 1 includes the following: (1) "Civil War: The Total Experience" (Jen Egert; Megan Ingold; Ron Fox; Laurie Munson); (2) "The Era of Slavery" (Elizabeth DeJulio; Kathy Thrasher; Lori Laredo); (3) "Discrimination" (Wendy Hagen; Andrea Stojak; Marcey Raymond); and (4) "Passing the Torch: An Interdisciplinary Approach to Sports and the Olympics" (Tracey Lueder; Kim Wendorf; Joe Ferguson; Susan Gentry). Session 2 includes: (1) "Post World War II in America" (Stacey Hughes; Tom Johnson); (2) "Great Depression" (Michelle DeMent; Mike Tietjen); (3) "The 1920s" (Leslie Ribble; Ethan Krase; Renee Leatherman; Michele Wilson; Deborah Byrne; Katie Barry); (4) "The Roaring Twenties and Its Effects on My Life" (Jim Evans; Rose Haydysch-Walgren; Shannon Holohan; Eve Muir; Neil Magsonbol); (5) "World War I" (David Lasser; Brian Jones; Carolyn Siegfried; Bill Walsh); and (6) "Manufacturing" (Kimberlee Snover; Tracy Overland; Marcus Harris; Barry Gilstrap; Terrence). Session 3 includes: (1) "Introduction to Computers Across the Curriculum" (Diane Christianson; Daryl Steward; Jil Marx; Christine Schwartz; Daneen Daws); (2) "Circle of Three: Advertising in History, Business and English" (Kenya Todd; Linda Murakami; Samantha West); (3) "Yesterday's Luxury, Today's Necessity--The Growth of Communication" (Becky Boswell; Caris Duda; Daniel Pierson); (4) "Globalism: America's Ever Changing Role" (Debra Bozarth; Spencer Byrd; Ben Gracey); (5) "Greece: Origins and Its Far Reaching Influence on Theatre" (Martin Bach; Katie Gibson; Connie Olson; Yvonne Panagoulias; Amy Scott); and (6) "The Influence of Money in American Society" (Angie Groezinger; Jay Martens; Lynn Sands; Kristen Straub). Session 4 includes: (1) "The American Industrial Revolution between 1850-1920" (Michelle Schwinn; Matt Vosberg; Rob Hammerschmidt); (2) "The Industrial Revolution" (Jodie Fields; Rachel Voyles; Matt Eber; Vicki Bryant); (3) "Environmentalism" (Cammie Andrew; Craig Mueller; Wendy Scott; Holly Steffes; Dawn Woodward); (4) "The Industrial Revolution: A Product of Leadership and Motivation" (Carrie Kulenkamp; Mike Schiffman); (5) "The Industrial Revolution (1860-1920)" (Chris Dobbs; Chris McCombs; Alexa Allen; David Jones; Liz Kampwirth) and (6) "Environmental Responsibility" (Michelle Bussan; Juliette Bilodeau; Marcy James; Don LaVette; Troy DeFranco). (EH)

ED 383 633 SO 024 995

Samoff, Joel; Sumra, Suleman
Financial Crisis, Structural Adjustment, and Education Policy in Tanzania. Revised.
PUB DATE- Apr 94
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Educational Planning; *Educational Policy; *Financial Policy; Foreign Countries; Long Range Planning; Master Plans; Needs Assessment; Policy Analysis; Policy Formation; *Strategic Planning; Systems Analysis
IDENTIFIERS- *Tanzania

This paper assesses educational planning in Tanzania as moving from one of hope to despair as the country becomes more reliant upon foreign aid. As the country moved from colonialism, basic education was to be accessible to all children and adult illiteracy was to be eliminated. By the 1980s financial crisis and the conditions that accompanied foreign assistance had shifted priorities for education so that it was no longer a major long-term goal for the country. This study examines those initiatives and responses in the sagging economic conditions. Although nearly all young Tanzanians were enrolled in primary schools, serious shortages were found in the numbers of textbooks, training of teachers, maintenance of the physical plant, equipment for classroom use and overall educational quality. Analyses of the basic economic plans and foreign investment policies that have governed the country for the last two decades are included. The study contends that planning in the present must pay as much attention to the conception as to the implementation in recreating the schools upon which economic development hopes lie. (EH)

ED 383 652 SP 035 980

Gordon, June A.
Preparation for Urban Teaching: Post-B.A. Paraprofessionals.
PUB DATE- 95
NOTE- 9p.; Paper presented to the faculty of the University of Washington (Seattle, WA, June 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Teachers; *Black Teachers; *College School Cooperation; Elementary Education; Faculty Development; Higher Education; *Minority Group Teachers; Nontraditional Students; *Paraprofessional Personnel; Reentry Students; *Teacher Certification; Teacher Education; *Teacher Education Programs; Teacher Recruitment; Urban Education
IDENTIFIERS- African Americans; *Seattle Public Schools WA; Western Washington University

The student population of urban schools reflects widely diverse socioeconomic, linguistic, and ethnic backgrounds, yet few teacher training programs are currently addressing the need to recruit and train teachers reflecting this diversity. The Seattle Public Schools/Western Washington University (SPS/WWU) post-baccalaureate paraprofessional teacher preparation program for K-8 certification was designed to increase the number of teachers of color and bilingual teachers in the Seattle public schools. Prior research revealed that the Seattle School District's Instructional Assistants were highly qualified. Many were students of color with bachelors degrees who had hoped to become teachers but did not pursue teaching credentials because of financial constraints, workloads, or lack of confidence to return to school. The SPS/WWU program consisted of 4 quarters of coursework, with the third quarter dedicated to student teaching. Instructors came from the public schools, the university, and the district administration. Twenty-nine paraprofessionals were selected for the 1-year program; 1 dropped out, 18 graduated on time, and the remaining students finished with some additional study. Based on the SPS/WWU experience, the conclusion is that elements for a successful program to train teachers from widely diverse backgrounds include: (1) clear requirements and responsibilities; (2) fair and equitable treatment of students; (3) giving particular attention to first generation college students, especially those who have been out of school for several years; (4) faculty who are willing and able to work with urban students; (5) provisions for mentoring students; (6) financial support; and (7) flexibility of class scheduling. (ND)

ED 383 441 PS 023 302

Phillips, Carol Brunson

Early Childhood Reform: Innovative Approaches to Cultural and Racial Diversity among Families.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 93
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Attitude Change; Change Strategies; Classroom Environment; *Cultural Differences; *Culturally Relevant Education; Early Childhood Education; Family School Relationship; *Multicultural Education; *Racial Differences
IDENTIFIERS- *Antibias Practices; Cultural Competence

Noting that the cultural and racial make-up of the American family population has changed, this paper characterizes the early childhood community's responses to diversity among families on the basis of position statements, program policies, and innovative local initiatives. The paper argues that to assure equitable treatment of culturally diverse families, early childhood professionals need to move from equalizing access to including cultural diversity within the infrastructure of early childhood programs. Three approaches are suggested to maintain and respect cultural integrity in the delivery of services. The first approach aims at undoing intolerance by focusing on changing the negative responses to cultural diversity. This approach strives to teach explicitly that differences are good and bias against difference is bad. The second approach uses family culture as a bridge in acquiring "mainstream" skills. This approach seeks creative solutions to dilemmas that culturally different parents face who want their children to have early experiences that will prepare them for success in school without having to give up cultural traditions. The third approach fosters development in the home culture and, if parents desire, embraces the bicultural option. Publications, resources, and program models are described that enable and illustrate these teaching approaches. In addition to program curricula that define a culturally sensitive commitment, the paper suggests structural mechanisms to foster improved thinking and practice regarding family diversity: a continuing dialogue between programs and the populations they serve to shape policies and practices, staff programs with personnel who are culturally competent, and partnerships with community-based organizations. (BAC)

ED 383 459 PS 023 355

Saito-Horgan, Noriko
Rates of Cognitive Development among Bilingual Latino Children.
PUB DATE- Apr 95
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Bilingualism; *Bilingual Students; Classification; *Cognitive Development; Conservation (Concept); *Developmental Stages; *Developmental Tasks; Elementary Education; *Elementary School Students; Hispanic Americans; Individual Development; Low Income Groups; Monolingualism; Piagetian Theory
IDENTIFIERS- Hispanic American Students; *Latinos

If, as research suggests, exposing children to two languages and two cultures provides a cognitive advantage, it could be assumed that a child exposed to two languages may be accelerated in a more advanced cognitive stage (as defined by Piaget) than a child exposed to only one language. This study sought to determine when Hispanic children from low socioeconomic backgrounds who received education in a maintenance bilingual program reached the concrete stage of development. Four groups of children (ages 6, 8, 9, and 10 years) completed three Piagetian tasks related to classification, conservation of mass, and conservation of area. Within the four groups there were 15 girls and 15 boys. The study found that the four groups possessed no cognitive advantage over monolingual students as indicated by their mean scores on the three tasks. (Contains 61 references.) (MDM)

ED 383 513 RC 020 144

Movin' On Up = Progreso, 1994-1995. A Newsletter for Migrant Farmworkers in Western New York State.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Planning; Careers; *Health Education; Higher Education; High School Equivalency Programs; Job Search Methods; *Job Training; Migrant Education; *Migrant Programs; *Migrant Workers; *Outreach Programs; Postsecondary Education; Program Descriptions
IDENTIFIERS- *New York (West)

This document consists of the first six issues (year 1) of a bilingual newsletter (English and Spanish) that provides information about available programs and services for migrant and seasonal farmworkers in New York State. The goal is to help migrant farmworkers achieve self-sufficiency and obtain permanent employment through job training opportunities and other support services. Newsletters focus on Movin' On Up, an outreach program in western New York State that assists migrant farmworkers with emergency needs; provides information on health, education, and other services; provides information on job training programs and available jobs; and conducts job search workshops. Other topics treated in this volume include profiles of Movin' On Up outreach workers, including numbers of free telephone hotlines to contact outreach workers; the status of collective bargaining legislation in New York; job search workshops and recognition of individuals who have completed the training; two programs that serve migrant and seasonal farmworkers--Rural Opportunities, Inc., and Farmworker Legal Services of New York, Inc.; numbers of free telephone hotlines for information on AIDS, drug abuse, GED, literacy, pesticides, and sexually transmitted diseases; guidelines for taking medication; the dangers of pesticides; social security benefits; profiles of farmworkers who have completed job training programs; how to look for a job; paying for vocational training or college; Earned Income Tax Credit; the Child Assistance Program; required immunizations for school-age children; a tribute to Cesar Chavez; the health hazards of tobacco; food stamps, food pantries, and the Women, Infants and Children food program; and good eating habits. (LP)

ED 383 670 SP 036 010

Wojcik, Paul H.
A Self-Study in Reflective Teaching.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)
DESCRIPTORS- Cognitive Processes; *Constructivism (Learning); Grade 10; High Schools; *Instructional Improvement; *Journal Writing; Language Arts; *Reflective Teaching; Secondary School Teachers; *Self Evaluation (Individuals); Teaching Methods
IDENTIFIERS- Dewey (John)

This self-administered self-study examined a high school teacher's thought processes during the planning and teaching of lessons, and after the lessons had been completed--identifying levels of reflectivity, interactive thoughts, and decisions. Video tapes, teacher journal entries, and peer interviews were used to help stimulate recall and explore changes in teaching practices. The teaching units examined were two literature lessons for a class of 10th graders based on "The Contender" by Robert Lipsyte. Some of the reflection correlated with reading and research on John Dewey's ideas that learning must be based on experience and with the theory of construction of new knowledge through the use of charts and graphic organizers. The study components, journal entries and peer dialogues, did stimulate recall of thoughts and feelings and encouraged reflection. The self-study provided the subject with more insights than any other previous observations or evaluations. It also raised awareness of the complexity of thought processes and suggested the rethinking of routines and strategies. (Contains 25 references.) (JB)

ED 383 595 SO 024 809

Parker, Franklin
School Reform, 1744-1990s, Historical Perspective through Key Books and Reports.
PUB DATE- Dec 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change; Change Strategies; *Educational Change; Educational Environment; *Educational History; *Educational Improvement; *Educational Innovation; Educational Philosophy; Educational Policy; Educational Trends; Elementary Secondary Education; Open Education; Organizational Change; *Public Schools; School Choice; *School Restructuring; Traditional Schools

This essay traces the history of the school reform movement from colonial times to the present. Public school reform tends either toward equalizing educational opportunity or higher academic achievement, but seldom both. The essay asks the question: Can public school provide equal educational opportunity and be excellent too? By tracing the historical development of public school reform through books, reports, notable educators, and educational trends, the search for the answer is elusive as the public tries to create a more nearly perfect public school system. Ranging from the academies and lyceums of the colonial era to the reform reports and movements of the 1980s and 1990s, the report concludes with an overview of Jonathan Kozol's "Savage Inequalities" to address the socioeconomic and political dilemmas confronting school reform. Contains 57 references. (EH)

ED 383 294 IR 017 149

Dehoney, Joanne
Cognitive Task Analysis: Implications for the Theory and Practice of Instructional Design.
PUB DATE- 95
NOTE- 13p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Measurement; Cognitive Psychology; *Instructional Design; Integrated Curriculum; Learning Laboratories; *Learning Theories; Models; *Problem Solving; *Task Analysis

Cognitive task analysis grew out of efforts by cognitive psychologists to understand problem-solving in a lab setting. It has proved a useful tool for describing expert performance in complex problem solving domains. This review considers two general models of cognitive task analysis and examines the procedures and results of analyses in three domains. From the standpoint of technique, cognitive task analysis can and should be integrated into systematic instructional design. True integration will require instructional designers to reexamine their theories of learning with an eye toward adopting the learning constructs developed by cognitive psychologists. (Contains 28 references.) (Author)

ED 383 349 IR 055 522

Hogan, Donna R.

Promotion Guidelines for Academic Librarians at the University of Alabama: Criteria and Procedures.

PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; *Employment Qualifications; Higher Education; Job Applicants; *Librarians; Professional Development; *Promotion (Occupational); Resumes (Personal); *Tenure
IDENTIFIERS- Timelines; *University of Alabama

This guide, quite specific to one institution, was developed as a companion document to the University of Alabama Libraries Tenure Document. It interprets and supplements the University of Alabama "Faculty Handbook" requirements for promotion. Some of the differences in performance and effectiveness between regular teaching faculty and librarians are addressed. Appropriate research, publication, creative activity, and scholarly achievement are outlined in detail for each rank. General remarks suggest appropriate timing for application for promotion to a potential candidate. The "Timeline for Promotion and Tenure" was prepared to more adequately reflect the time needed for the process of promotion and its calendar overlap with the tenure process. "Documentation for Promotion" serves as a checklist for the promotion dossier. An appropriate format to use in requesting letters of support for a promotion candidate is suggested in the document "Request for Promotion Support Letters." "Suggested Promotion Committee Procedures" is an outline of the process and timeline of the promotion committee, which is initiated when the personnel officer receives a promotion candidate's dossier. (Author/MAS)

ED 383 422 PS 023 144

Shinman, Sheila M.
Family Album: Snapshots of Home-Start in Words and Pictures.
PUB DATE- 94
NOTE- 115p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; Child Rearing; Disabilities; *Family (Sociological Unit); Family Counseling; Family Health; Family Problems; *Family Relationship; *Family Role; Foreign Countries; Homeless People; International Programs; Program Descriptions; Voluntary Agencies; Volunteers
IDENTIFIERS- Australia; Canada; Family Day Care Providers; Family Development; *Family Friends Program; Family Intervention; Family Support; Germany; *Home Start Program; Israel; United Kingdom

Home-Start is an international organization in which volunteers offer regular support, friendship, and practical help to young families under stress in their own homes in order to prevent family crisis and breakdown. It is available to any family with at least one child under 5 years of age. This book presents a snapshot of the day-to-day activities during the first 3 months of 1993 of over 500 Home-Start families and their volunteers in the United Kingdom, Australia, Canada, Israel, and the British Forces in Germany. The first part of the book provides an overview of the schemes and activities of the Home-Start organization. The second part presents, in words and photographs, descriptions of family background, needs, use of services, progress, parental satisfaction, detailed records of volunteers and organizers, and their time spent. Topics covered in this section are: children in need, child abuse, children with disabilities, multiple births, child parents, what volunteers do, what organizers do, rural families, inner cities, equal opportunities, homeless families, family health, isolation, widening social networks, quality of life, self-development, service families, endings (outcomes), partnership, and past families. Contains 38 references. (AP)

ED 383 479 PS 023 392

Duval, John; Mark, Nancy
The Pawlet Project: Applications of Howard Gardner's Multiple Intelligence Theory in a Rural Vermont Elementary School.
PUB DATE- Mar 94
NOTE- 39p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (49th, Chicago, IL, March 18-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Assessment; *Educational Improvement; Elementary Education; *Elementary School Curriculum; Field Trips; *Integrated Curriculum; Interpersonal Communication; Language Skills; Mathematics Education; Models; Music Activities; Program Descriptions; Rural Education; Science Activities; Spatial Ability; Student Evaluation; Teacher Attitudes
IDENTIFIERS- *Multiple Intelligences; Vermont

This paper focuses on the use of Gardner's (1985) Multiple Intelligence Theory (MIT) in the restructuring of the curriculum at elementary schools in Pawlet, Vermont. It discusses the state of education in Vermont, the need to restructure and improve assessment at the Pawlet schools, and the adoption of MIT to further this goal. The bulk of the paper consists of a lesson plan for an integrated unit of study that culminated in an all-school field trip to a nearby farm. The unit included linguistic, logical/math, visual/spatial, musical, kinesthetic, interpersonal, and intrapersonal activities. A teacher questionnaire on MIT, along with representative answers, is included. (MDM)

ED 383 551 SE 056 282

Svec, Michael T.

Effect of Micro-Computer Based Laboratory on Graphing Interpretation Skills and Understanding of Motion.

PUB DATE- 23 Apr 95
NOTE- 44p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Interfaces; *Computer Uses in Education; *Concept Formation; *Graphs; Higher Education; High Schools; Knowledge Level; *Motion; Physics; Science Education; *Scientific Concepts; Student Improvement; Teaching Methods; Undergraduate Study
IDENTIFIERS- Graphing (Mathematics); *Microcomputer Based Laboratories

Graphs of objects in motion are frequently used in introductory high school or college physics courses since they offer a valuable alternative to verbal and algebraic descriptions by offering students another way of manipulating the developing concepts. If graphs are to be a valuable tool for students, then the level of the students' graphing ability must be known. Microcomputer-based labs (MBL) and its use of graphs have been shown to improve content knowledge specific to graphing problems and graphing skills. The purpose of the study is to examine the relative effectiveness of the traditional lab method and MBL for engendering conceptual change in students and to investigate students' ability to interpret and use graphs to help them better learn the kinematic concepts and to apply this understanding of those concepts to new non-graphic problems. Sample populations of students enrolled in two general-level undergraduate physics course were tested. Results indicate that the MBL was more effective in engendering conceptual change in students than a traditional laboratory. Student graph interpretation skills prior to instruction, common mistakes, dominant misconceptions, instructional effectiveness, and implications for the future assessment of MBL are discussed. Contains 15 references. (LZ)

ED 383 573 SE 056 543

Project Activities.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Education; Elementary Secondary Education; *Energy Education; *Interdisciplinary Approach; *Learning Activities; Science Education
IDENTIFIERS- *National Energy Education Development Project

This booklet contains instructions for 10 activities that can be used during a designated NEED (National Energy Education Development) Week. The activities are designed to educate students about energy and to involve students in educating the community about energy. The activities include: (1) establishing an energy information resource center; (2) prompting all teachers to teach at least one energy-enriched lesson; (3) creating energy education placemats for area restaurants; (4) publishing an energy newspaper for distribution to students and the community; (5) prepare and present an energy lesson to a group of students; (6) prepare an energy time capsule which shows the role of energy in today's world and its predicted role in the year 2000 or beyond; (7) having students learn the basics of media contact and broadcast energy information to the public via a local radio station; (8) encouraging intergenerational communication by publishing an energy publication for the elderly in the community; (9) attracting interest to NEED Week activities and to energy education by coupling famous personalities with an energy message; and (10) conducting a mock Senate Hearing on a controversial energy issue. (LZ)

ED 383 634 SO 025 010

Lloyd, Timothy; Glatt, Hillary
Folklife Resources in the Library of Congress. Revised Edition.
PUB DATE- 94
NOTE- 52p.; For related item, see SO 025 011.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Reference Materials - Bibliographies (131)
DESCRIPTORS- Anthropology; *Archives; Cultural Background; *Cultural Education; Cultural Maintenance; *Culture; *Folk Culture; *Heritage Education; *Libraries; Material Culture; Primary Sources; Reference Materials; Research Tools; Resource Centers; *Resource Materials; Resources
IDENTIFIERS- American Folklife Center; *Library of Congress

This booklet, a revised and updated edition of the 1981 Cutting-Baker original work, "Folklife and the Library of Congress: A Survey of Resources", introduces the Library of Congress from the perspective of folklife resources. It also points out some of the relevant materials in various divisions and suggests routes of access to those materials. By familiarizing folklorists and others with the quantity, quality, and diversity of folklife resources in the Library of Congress, this guide is intended to encourage more productive and creative folklife research within the Library. The Library of Congress is one of the great learning resources of the world, with collections unparalleled in size and scope. The volume includes the following: (1) "Preface"; (2) "Using the Library of Congress"; (3) "American Folklife Center"; (4) "Area Studies Divisions" (African and Middle Eastern, Asian, European, and Hispanic); (5) "Children's Literature Center"; (6) "Copyright Office"; (7) "Geography and Map Division"; (8) "Humanities and Social Sciences Division"; (9) "Law Library"; (10) "Local History and Genealogy Reading Room"; (11) "Manuscript Division"; (12) "Microform Reading Room"; (13) "Motion Picture, Broadcasting and Recorded Sound Division"; (14) "Music Division"; (15) "Prints and Photographs Division"; (16) "Rare Book and Special Collections Division"; (17) "Science and Technology Division"; (18) "Serial and Government Publications Division"; and (19) "Other Library Offices." (EH)

ED 383 234 FL 800 961

Bradley, Curtis H.; Friedenberg, Joan E.

Safety Comes in All Languages.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Sep 88
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accidents; Check Lists; English (Second Language); *Legal Responsibility; *Limited English Speaking; *Occupational Safety and Health; *Program Improvement; Second Languages; Student Rights; Vocational Education; Work Environment

This manual presents an overview of important safety considerations for instructors of vocational students with limited English proficiency. It begins with a review of the legal responsibilities of vocational educators to provide for student safety. The second part discusses the legal rights of limited-English-Proficient (LEP) students, and the third part describes the major causes for accidents. The fourth part presents 21 specific suggestions for improving the safety program for LEP students. In addition, a glossary of safety expressions in English, Spanish, Haitian Creole, and Vietnamese is provided. The glossary can easily be expanded to include other expressions or other languages. Following the glossary is an assignment sheet to be used as an individual self-check or for pre- and post-testing with a class. Contains a bibliography of bilingual safety guides, general safety references, and bilingual vocational education references for teachers of LEP vocational students. (JL)

ED 383 254 HE 028 366

Ortiz, Flora Ida; Gonzales, Rosa
How Special Recruitment Programs Contribute to Institutional Changes: The Case of Latino Students' Eligibility for Higher Education.
PUB DATE- Apr 95
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Preparation; *College School Cooperation; College Students; Eligibility; Higher Education; High Schools; High School Students; *Hispanic Americans; Minority Groups; *Organizational Change; Program Effectiveness; Qualitative Research; State Universities; Student Recruitment
IDENTIFIERS- Diversity (Student); *Latinos; *University of California Riverside

This qualitative case study examined the effects of a special collaborative program by the University of California (UC) at Riverside and a local high school to prepare Latino youth for eligibility for higher education. The study also involved a theoretical analysis of institutional changes brought about through implementation of the "Principal's Pick" program. Data were collected through observation, interviews, and document and artifact analysis. The program was found to result in the following changes: (1) it contributed to the diversification of the University of California student body; (2) it identified and changed the processes of preparing and educating Latino youth; and (3) it altered roles and responsibilities of several key admission and outreach offices and administrators at UC. Finally, the high school has undergone several changes in curriculum, calendars and scheduling, counseling for higher education, and cooperation with feeder middle schools. (Contains 12 references.) (JB)

ED 383 275 HE 028 388

Redeeming the American Promise. Report of the Panel on Educational Opportunity and Postsecondary Desegregation.

PUB DATE- 95
NOTE- 157p.; Executive summary (p. xv-xxiii) also published separately.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; *Blacks; *College Desegregation; College Segregation; Desegregation Litigation; *Educational Opportunities; *Educational Policy; *Equal Education; Government Role; Higher Education; Hispanic Americans; Minority Groups; *State Action; State Aid
IDENTIFIERS- Alabama; Florida; Georgia; Kentucky; Louisiana; Maryland; Mississippi; North Carolina; Pennsylvania; Tennessee; Texas; Virginia

This report examines efforts by 12 formerly segregated states (Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Pennsylvania, Tennessee, Texas, and Virginia) to desegregate their higher education systems and increase educational opportunities for black and other minority students. It found that none of the states that had formerly operated a dual system of higher education demonstrated an acceptable level of success in desegregation, and that substantial remnants of segregation continue to shape higher education in these states. It recommends that these states: (1) address the systemic nature of the problem; (2) develop institutional plans; (3) make access an institutional mission; (4) make success an institutional responsibility; (5) make community colleges full partners in higher education; (6) measure success and failure; (7) support historically black institutions; (8) restructure rather than close or merge institutions; (9) promote public and private leadership; and (10) invest adequate funds in reform. Five appendixes provide selected data from the 12 states, a model desegregation order, a list of panel meetings and hearings, a list of presenters, and a list of commissioned papers. (MDM)

ED 383 314 IR 017 169

Klimczak, Aimee K.; And Others

Teacher Decision Making Regarding Content Structure: A Study of Novice and Experienced Teachers.

PUB DATE- 95
NOTE- 10p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; *Decision Making; *Educational Strategies; Elementary Secondary Education; Inservice Education; Master Teachers; Student Teachers; Surveys; Tables (Data); Teacher Evaluation; *Teaching Experience
IDENTIFIERS- Experts

This study examined how content consideration influenced the instructional strategy decisions reported by novice and experienced teachers. A total of 152 preservice and 153 in-service teachers completed an instrument dealing with well-structured and ill-structured content. The results indicated that both novice and experienced teachers would vary their instructional strategies based on content structure. Their reported variations were similar and consistent with the literature regarding instruction for well-structured and ill-structured content; results raise questions about the tacit knowledge preservice teachers have about instruction, and provide implications for teacher evaluation. Five tables present novice and experienced teacher demographics; instructional functions and related items; reported likelihood of using instructional functions with well- and ill-structured content; and means, standard deviations, and mean differences of the reported likelihood to use various strategies when teaching different types of content. (Contains 26 references.) (Author/AEF)

ED 383 367   JC 950 291

Jalomo, Romero, Jr.

First-Year Student Experiences in Community Colleges: Crossing Borders, Making Connections and Developing Perceptions about Learning.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 18 Apr 95
NOTE- 20p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For related dissertation, see ED 380 179.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Adjustment (to Environment); *College Freshmen; Community Colleges; *Cultural Influences; Family Influence; *Hispanic Americans; School Holding Power; *Student Attitudes; Student Characteristics; *Student College Relationship; Two Year Colleges; *Two Year College Students

A study was undertaken to examine the influence of in- and out-of-class experiences on the learning and retention of diverse first-year community college students, examining three critical dynamics of the first-year college experience: the transition to college, student involvement and connections on campus, and the view students form of themselves as learners. Focus group interviews were conducted with 77 White, African-American, Latino, and Asian students attending four community colleges in different states. Students chosen were full-time students completing their first semester in college and were interviewed in groups of 4-6 using a 13 question, open-ended interview protocol. Partial findings were examined for 30 Latino students at two of the community colleges and analyzed with respect to student involvement theory and the four elements of the Bicultural Socialization Model: socialization, identity, cultural forces, and institutional dimensions. Findings for these students included the following: (1) the students had high aspirations, self-initiative, and resilience; (2) obstacles encountered prior to enrollment included low expectations, teachers stereotyping of students, over-socializing in high school, and resistance to academic practices; (3) in terms of making the transition to college, positive aspects were learning interesting and relevant material and meeting new people/making friends, while negative elements were the effect of college on family relations and pre-college friendships; and (4) students who found it difficult to get involved experienced culture-shock and had work and family commitments. (KP)

ED 383 385   JC 950 311

ECMT31 New Mexico Manufacturing Environmental Survey. Final Report.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 14 Sep 93
NOTE- 91p.; For the Technology Transfer Model Report, see JC 950 312. A product of the Environmentally Conscious Manufacturing Technology and Training Initiative.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Compliance (Legal); *Employer Attitudes; Environmental Education; *Environmental Standards; Hazardous Materials; Higher Education; *Information Needs; Intercollegiate Cooperation; Laboratory Safety; Manufacturing; Questionnaires; *Small Businesses; State Regulation; *Technology Transfer; Two Year Colleges; Universities

The Environmentally Conscious Manufacturing Technology Transfer and Training Initiative (ECMT3I) is a cooperative effort among education and research institutions in New Mexico to analyze problems in transferring environmental technologies from Department of Energy laboratories to small and medium enterprises (SME's). To identify and analyze environmental concerns, the ECMT3I conducted two surveys, one of state environmental regulators, and another of manufacturers and private research and development firms in New Mexico. Study findings, based on responses from 5 state and city environmental departments and 100 local SME's, included the following: (1) in general, business owners demonstrated great concern over any negative effects their manufacturing operations may have on the environment, and agreed with the need for environmental regulations; (2) they also indicated, however, that while they wanted to comply with regulations, they did not always fully understand them or know where to get help; (3) in general, owners of businesses with less than 20 employees did not know which regulations applied to them, which substances were hazardous, had never been visited by an environmental regulator, and assumed they were operating within the law; (4) most companies developed environmental, safety and health programs using in-house resources; and (5) community colleges, universities, and federal labs were not viewed as sources of training, information, or problem solving. Extensive data tables and the survey instruments are appended. (KP)

ED 383 403 PS 022 591

Schlak, L. Enaj
Parents' and Teachers' Perceptions of the Role of Kindergarten in the Educational Process.
PUB DATE- May 94
NOTE- 55p.; Master's field research report, National-Louis University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Blacks; Change Strategies; Classroom Environment; Classroom Techniques; Educational Attitudes; *Kindergarten; Methods; *Parent Attitudes; Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Preschool Education; Primary Education; Questionnaires; *Teacher Attitudes
IDENTIFIERS- African Americans; Developmentally Appropriate Programs

Parents and teachers share concerns about appropriate early childhood educational practices, but often differ on what methods best serve the children. Differences in opinion can result in strained relationships between the home and school, and make fulfilling the basic educational needs of the child more difficult. This study explores the age-old debate of what makes a good kindergarten program by examining teachers' and parents' perceptions and expectations of kindergarten programs. Subjects, 148 parents and 45 teachers in 2 private day care centers and 14 public schools located in a predominantly African American and low-income community on Chicago's south side, completed questionnaires. The results indicated that both groups agreed that cognitive development and academic skills are of primary importance. The results also indicated that parents placed greater value on direct instruction, while teachers placed greater value on the use of a variety of materials for learning. The study stressed the need for teachers to educate parents about various teaching methods and strategies that support learning in order to successfully involve parents in the education process. (Contains 27 references and 4 appendices containing the cover letters and questionnaires are attached.) (SM)

ED 383 460 PS 023 356

Yang, Myau-Fen

A Study of the Classroom Behavior of Elementary School Teachers and Students.

PUB DATE- Apr 95

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; Elementary Education; *Elementary School Teachers; Foreign Countries; Student Teacher Attitudes; *Student Teachers; Teacher Attitudes; *Teacher Behavior; *Teacher Student Relationship; Teaching Styles; *Wait Time

IDENTIFIERS- Taiwan

This study investigated the teaching and learning behaviors of elementary school teachers and students, ascertaining student teachers' ratings of the observed behavior and comparing student teachers' and elementary teachers' ratings of behavior. A total of 84 elementary teachers and 25 third-year science education majors from Taiwan participated in the study. The study found that both student teachers and elementary teachers considered teacher performance more important than classroom management. However, student teachers considered student discipline most important among a range of teacher skills, whereas elementary teachers considered student ability most important and student discipline least important. The study also found that the average wait time between utterance in teacher-student exchanges ranged from 1.18 to 4.58 seconds, with second-grade math teachers giving the shortest wait time and fifth-grade social science teachers giving the longest wait time. (Contains 20 references.) (MDM)

ED 383 497 RC 020 063

Bradford, Mary

Preparing Teachers for Working with Children of Migrant Families: Building a Home-School Connection.

PUB DATE- 95
NOTE- 203p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bias; *Cross Cultural Training; Cultural Background; Cultural Differences; *Culturally Relevant Education; *Day Care; *Family School Relationship; Migrant Education; *Migrants; Multicultural Education; Parent Participation; Preschool Education; *Teacher Education
IDENTIFIERS- *Project Head Start

The East Coast Migrant Head Start Project serves a diverse population of approximately 7,400 migrant children and their families as they traverse the East Coast from Florida to Maine. These families live a unique lifestyle and come from varied backgrounds that differ from the dominant culture. To meet the project goals, new teachers as well as returning staff need information about the children and families they serve and must develop an understanding of the conditions that are a part of the migrant lifestyle. In addition, staff turnover is high due to the seasonal nature of the work. Based on review and analysis of the research literature and on classroom observations, a series of training workshops was developed to prepare teachers for working with children of migrant families. Training strategies focused on providing accurate information about migrant families and their lifestyle; how the teacher's own background, culture, and training influence classroom practices; effective ways to build home-school relationships; and how to incorporate multicultural and unbiased activities and materials into the classroom environment. Several assessment tools were developed to gather information concerning teacher knowledge and practices, and to evaluate the training. The training took place at a Migrant Head Start Center in Bailey, North Carolina. Three administrators, three teachers, and one teacher aide participated in the 10 weekly training sessions, although administrator attendance was sporadic. Outcomes of the training and participant responses were favorable. Appendices include sample surveys, evaluations, training materials, and suggested resources. (KS)

ED 383 533   SE 055 636

Kirshner, David, Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education (16th, Baton Rouge, Louisiana, November 5-8, 1994). Volume 1: Plenary Sessions, Technology Focus Groups, Discussion Groups and Research Papers, Oral Reports and Posters.
PUB DATE- Nov 94
NOTE- 326p.; For Volume 2, see SE 055 637.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Algebra; Elementary Secondary Education; *Epistemology; *Functions (Mathematics); Geometry; *Mathematics Education; Probability; Spatial Ability; *Statistics; *Student Evaluation; *Thinking Skills
IDENTIFIERS- Advanced Mathematics; Mathematical Thinking; Situated Learning

This volume contains the full text of 2 plenary papers and 26 research reports. In addition, brief, usually one-page, reports are provided for 6 discussion groups, 10 technology focus groups, 7 symposiums, 7 oral presentations, and 17 position sessions. The two full plenary reports are: (1) "Problems of Reification: Representations and Mathematical Objects" (A. Sfard and P. W. Thompson); and (2) "Elements of a Semiotic Framework for Understanding Situated and Conceptual Learning" (J.A. Whitson). The twenty-six full research reports are: (3) "Factors in Learning Linear Algebra" (G. Harel); (4) "Articulations Between the Settings, Numeric, Algebraic and Graphic Related to the Differential Equations" (A. Hernandez and F. Hitt); (5) "Image Structures and Reification in Advanced Mathematical Thinking: The Concept of Basis" (L. Krussel); (6) "A Survey of Tertiary Students' Entry Level Understanding Of Mathematics Vocabulary" (L. D. Miller and B. White); (7) "Constructing the Derivative in First Semester Calculus" (B. Speiser and C. Walter); (8) "Visual Salience in Algebraic Transformations" (T. Awtry and D. Kirshner); (9) "Preparing Students for Algebra: The Role of Multiple Representations in Problem Solving" (M. E. Brenner and B. Moseley); (10) "Introducing Algebra With Programmable Calculators" (T. C. Avalos); (11) "Blind Calculators', 'Denotation' of Algebra Symbolic Expressions, and 'Write False' Interviews" (Jean-Philippe Drouhard, And Others); (12) "School Algebra: Syntactic Difficulties in the Operativity With Negative Numbers" (A. Gallardo and T. Rojano); (13) "A Constructivist Explanation of the Transition from Arithmetic to Algebra: Problem Solving in the Context of Linear Inequality" (T. Goodson-Espy); (14) "Multi-Tasking Algebra Representation" (L. P. McCoy); (15) "Assessing Student Responses to Performance Assessment Tasks" (S. Hillman); (16) "Multi-faceted Inferences from an Interview Assessment" (T. L. Schroeder); (17) "Visualization in Mathematics: Spatial Reasoning Skill and Gender Differences" (L. Friedman); (18) "Negative Consequences of Rote Instruction for Meaningful Learning" (D. Simoneaux and D. Kirshner); (19) "Long Term Relationship Between Spatial Ability and Mathematical Knowledge" (G. H. Wheatley, And Others); (20) "The Role of Context in Mathematical Activity" (D. Clarke and S. Helme); (21) "The Relationship Between Preservice Teachers' Metaphors for Mathematics Learning and Habermasian Interests" (M. J. Fleener and A. Reynolds); (22) "An Investigation into the Development of Student Understanding of the Graphs of Polynomial Functions of Degree Greater Than Two: Results and Implications" (J. E. Curran); (23) "A Modeling Approach to Constructing Trigonometric Functions" (H. M. Doerr); (24) "Students' Conceptions of Functions in a Computer-Rich Problem Solving Environment" (B. R. O'Callaghan and D. Kirshner); (25) "Towards an Algebraic Notion of Function: The Role of Spreadsheets" (T. Rojano and R. Sutherland); (26) "Students' Development of Length Measuremen

ED 383 671 SP 036 011

Berg, Judith H.
Context and Perceptions: Implications for Leadership.
PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Role; Case Studies; Communication (Thought Transfer); *Communication Skills; Decision Making; Elementary Secondary Education; Interaction; *Interpersonal Communication; Leadership; Principals; Rapport; *School Administration; School Districts; *Superintendents; Teacher Administrator Relationship

This paper explores the patterns of interaction which enhance or inhibit administrators acceptance of their superintendent's agenda. The data were drawn from a case study of a superintendent involved in a change process, through observation and interviews with the superintendent, district administrators, and principals. Implications of the superintendent's and 22 administrators' differing views are discussed in the context of three questions: (1) what is the administrator's role in relation to the superintendent? (2) How does the administrator interpret the superintendent's role in decision making? and (3) What events define past interaction with the superintendent? Data indicate that the more the superintendent communicates concerns, desires, and hopes, the more individuals perceive their input as meaningful and/or accept the superintendent as the final authority. District office staff, whose opinions were solicited, almost without exception, accepted the superintendent's power and were active in supporting his agenda. By contrast, principals felt confused about the superintendent's thinking, perceiving that he showed little substance and did not seriously consider their input.

The superintendent, in turn, only surmised their discomfort with personnel actions and did not recognize that his level of interaction with the community further engendered distrust in administrators. The evidence indicates that superintendents seeking organizational cohesiveness may need to focus specifically on high levels of social interaction. (Contains 22 references.) (ND)

ED 383 295 IR 017 150

Eastmond, Nick; And Others
Lessons in Communication: Three Contract Ethnographies.
PUB DATE- 95
NOTE- 13p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Reservations; Case Studies; Child Development; Church Role; Communication (Thought Transfer); *Cultural Context; Elementary Education; Elementary Schools; *Ethnography; *Federal Programs; *Program Evaluation; Public Schools; *Social Science Research; Videotape Recordings
IDENTIFIERS- California (Oakland); Kentucky (Louisville); Montana (Ronan); *Site Visits

Ethnography, the preferred method of inquiry of the cultural anthropologist, is currently the most widely recognized qualitative method for research. Defined as the "art and science of describing a group or culture," it provides a means of studying and understanding other groups, their values and culture. This study documents the use of a permutation of that method, called "contract ethnography," where a trained professional enters a culture for a limited period of time with a limited set of questions. Three programs funded by the Center for Substance Abuse Prevention (CSAP) are examined: (1) the Creating Lasting Connections (CLC) Project based upon church involvement in Louisville, Kentucky; (2) the Beyond Blue Bay (BBB) Project located on an Indian reservation in Ronan, Montana; and (3) the Child Development Project (CDP) based in public elementary schools headquartered in Oakland, California (with a second site visit to Louisville, Kentucky). Each of the two-person site-visits occurred during the third of five years of federal funding. One team member was a senior staff member of the Washington, D.C.-based consulting firm, CSR, Inc., termed the "Site Evaluator," and the second, a person trained in techniques of contract ethnography, called the "Site Visitor." Two parallel reports were written for each project, focusing upon different aspects of the project. Communication lessons that can be drawn from the promotional videotapes developed during the project are also examined. (Contains 13 references.) (Author/AEF)

ED 383 332 IR 017 187

Rezabek, Randy
The Relationships among Measures of Intrinsic Motivation, Instructional Design, and Learning in Computer-Based Instruction.

PUB DATE- 95
NOTE- 13p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Fixed Sequence; Hypermedia; *Instructional Design; Instructional Materials; Learning Processes; Prior Learning; *Self Motivation
IDENTIFIERS- *Flow Theory

The intent of this study was to explore the intrinsic aspects of motivation, and to see if the design of instruction could positively affect learners' levels of intrinsic motivation toward the subject matter. The following questions were addressed: (1) Will different computer-based instructional treatments which have been designed to reflect principles of intrinsic motivation to varying degrees produce measurably different levels of intrinsic motivation in learners? (2) Can the data from this study be explained in terms of the flow model? (3) Are higher levels of intrinsic motivation associated with higher learning scores? and (4) Are prior learning and prior interest related to different levels of intrinsic motivation? The flow phenomenon is described in terms of its two parameters, challenge and skills. When these two factors are in balance, people feel that they have the skills necessary to achieve a challenging but realistic goal. Instructional materials for the study consisted of three computer-assisted instructional programs on the topic of the relationship of aperture and shutter speed to exposure, depth-of-field, and image blur. Treatment #1 utilized a linear design with a fixed sequence of topics. Treatment #2 contained the same content material, but was organized into a hypermedia style structure, giving subjects a choice over the sequencing of instruction. Treatment #3 utilized a series of camera simulators with embedded instructional sequences for both presentation of the material and opportunities for practice, and with a "Jeopardy" style game at the end in lieu of embedded questions. Measures of intrinsic motivation were gathered from 121 subjects through the use of the Experience Sampling Form (ESF) and the Intrinsic Motivation Inventory (IMI). Results suggest that attempting to increase intrinsic motivation through the design of instructional materials is more difficult than the literature would indicate. The following subdimension score results are discussed: activation (alertness, involvement, excitement); affect (happiness, sociability, relaxation); cognitive efficiency (concentration, expectation, satisfaction); motivation (sense of control; success, satisfaction, importance of activity to the subject); perceived confidence (respondent's sense of competence, skill, and confidence). Results are illustrated in eight tables. (Contains 22 references.) (MAS)

ED 383 442 PS 023 303

Whitebook, Marcy; And Others
Mentoring in Early Care and Education: Refining an Emerging Career Path.
PUB DATE- Nov 94
NOTE- 61p.; Product of Mentor Teacher Program Roundtable (Chicago, IL, June 1-2, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; Early Childhood Education; Financial Support; *Mentors; *Preschool Teachers; *Professional Development; Program Descriptions; Program Development; Staff Development; Teacher Attitudes; *Teacher Burnout; Teacher Salaries
IDENTIFIERS- Caregiver Attitudes; *Caregiver Training; *Teacher Satisfaction

This report presents information collected at a pre-conference roundtable on various aspects of mentoring programs which are seen as a potential solution to the staffing crisis in early childhood education. Part 1 defines the terms "mentoring" and "mentoring programs." It describes the nature of the relationship between mentors and proteges, the goals common to all mentoring programs, and some general principles that can serve to guide program development. Part 2 discusses how a skilled and stable work force can be built through mentoring and identifies the significant outcomes for mentors themselves. This section also includes a sampling of mentors' testimonials about how mentoring has changed their lives personally and professionally. The successes and barriers faced by seven mentoring programs are presented in Part 3 of the report. Successes are related to the ability to provide relevant training to committed teachers and providers, and the chance to recognize mentors' skills and commitment. Obstacles are centered around the availability of and access to resources. The key considerations in the three phases of program development (initiation, implementation, and expansion) are discussed in Part 4. Part 5 considers the following critical issues involved in institutionalizing mentoring programs: (1) funding and compensation; (2) standards; (3) access; (4) leadership and advocacy; and (5) curriculum. The last part of the report cites the need for a national early childhood mentoring alliance, resource materials for mentoring programs, a program developers' network, and a mentor network. Appendices contain nine references, the roundtable agenda, and a list of participants. (BAC)

ED 383 514   RC 020 146

Indian & Metis Trivia Game.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- American Indian Culture; American Indian Education; American Indian History; *American Indians; *Canada Natives; *Educational Games; Elementary Secondary Education; Foreign Countries; Learning Activities; *Metis (People); Tribes
IDENTIFIERS- Canada

This booklet consists of 220 questions about Native North Americans and Metis people that can be used as learning activities for elementary and secondary school students. Suggestions for using the questions include playing games in pairs or teams, locating resources to find answers to questions, playing trivia games and board games, and using questions as a starting point for further research on famous Native people. Questions relate to Native North Americans who have made contributions to Native culture, education, art, sports, history, and politics. Questions cover such individuals as Hiawatha, Chief Crazy Horse, Chief Sitting Bull, Olympian William "Billy" Mills, singer Buffy Sainte-Marie, artist Norval Morriseau, Indian activist Dennis Banks, photographer Murray McKenzie, and symphony conductor John Kim Bell. Separate answer sheets are included. (LP)

ED 383 596 SO 024 810

Tsolidis, Georgina

The Feminist Theorization of Identity and Difference and Its Potential for Transformative Curriculum.

PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; Females; *Feminism; Foreign Countries; Higher Education; *Identification (Psychology); *Role Conflict; Role Models; *Role Perception; *Role Theory; Sex Role; Social Cognition; Social Theories; Womens Education; *Womens Studies
IDENTIFIERS- Australia

This research combines personal experience and a literature review to explore the issue of duality of social positioning of Australian ethnic minority girls. Caught between the minority cultural values and the larger culture's values of girls' education and multiculturalism, the dualism causes conflict within many minority girls. Of particular concern is the notion of identity and the role it can play in transforming curriculum beyond the 'either/or' dilemma. Feminist theorization of identity, particularly that concerned with race and ethnicity, is examined. The exploration of this concept has three elements: (1) whether particular understanding of identity have progressive possibilities; (2) whether subordinated groups of students themselves place a high premium on identity; and (3) whether curriculum, in order to address the needs of such groups of students, must address identity formation specifically. (EH)

ED 383 653 SP 035 981

Gordon, June A.
Why Did You Select Teaching as a Career? Teachers of Color Tell Their Stories.
PUB DATE- Mar 93
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Asian Americans; *Black Teachers; Career Change; *Career Choice; Elementary School Teachers; Elementary Secondary Education; Family Influence; Higher Education; Hispanic Americans; *Minority Group Teachers; *Motivation; Personal Narratives; Preservice Teacher Education; Secondary School Teachers; Teacher Influence; *Teaching (Occupation)
IDENTIFIERS- African Americans; Native Americans; People of Color

This paper reports on part of a larger research study on the reasons for the shortage of minority students entering colleges of education and the teaching profession. Interviews were conducted with 140 teachers of color in three urban school districts: Cincinnati (Ohio), Seattle (Washington), and Long Beach (California). The focus of this part of the research was the personal motivations of the informants for selecting teaching as a career. Recurring themes emerged from the responses that need to be explored and better understood if the profession hopes to attract and retain teachers of color in the future. Major themes include influence of other people, involvement with youth, and being called to the profession. Most respondents claim to have gone into teaching due to someone else's influence: their family, a friend, or a teacher. Additional reasons given include: making a difference, teaching as a calling, love of children, previous involvement with youth, love of subject matter, vacation benefits, and love of teaching. Teaching was a second career choice for more than half the respondents. Some became teachers after trying another career while others were discouraged or unable to pursue other careers due to poverty, sexism, racism, or lack of adequate preparation. Factors such as vocational mission, community service, and personal commitment to communities of color attract people of color to the teaching profession, retain them in the field, and offset disincentives or the lack of external incentives. (Contains 11 references.) (ND)

ED 383 350 IR 055 523

How To Establish Effective Book Marketing and Distribution Systems in Asia/Pacific. Report of the Regional Training Course on Book Production in Asia/Pacific (Tokyo, Japan, September 21-October 9, 1994).

PUB DATE- 94
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Books; Foreign Countries; Information Dissemination; *Marketing; Printed Materials; Publications; *Publishing Industry; Retailing; Wholesaling
IDENTIFIERS- Africa; *Asia Pacific Region; Japan

The participants in this 1994 regional training course examined the issue of book distribution and marketing. They focused on book marketing together with the development of distribution in order to prepare practical action plans for improvement. Twenty-three experts from 20 countries in Asia/Pacific and Africa analyzed problems, exchanged experiences, examined various marketing devices, and drafted practical action plans for establishing effective book marketing systems, calling upon governmental cooperation, publishing industries in member states, and the international society. The papers addressing strategies for successful marketing of publications include: "Publishing as Communication Media" (Hideo Shimizu); "Book Marketing and Distribution: Marketing Theory and Practice" (Alison Baverstock); "Developing Publishing Business and Marketing of Children's Books" (Tadashi Matsui); "Practices of Book Marketing in Japan" (Yoshio Aida); "Approaches for Successful Marketing of Publications" (Shoichi Nagai); "Marketing Practices of Trade Publishing in U.S.A." (Tetsu Shirai & Kuniaki Ura); "How To Market Books More Effectively" (Alison Baverstock); "Marketing and Editing of Magazines" (Mitsutoshi Igarashi); "Marketing of School Textbooks and Educational Materials in Japan" (Bunpei Mizunuma); "The Role of Wholesale Distributors in Books Sales in Japan" (Masayoshi Yoshida); "Bookshops and Sales Promotion" (Tadao Nireki); "Strategies for Improving Local Distribution of Books--Book Delivery Services in Local Areas" (Shozo Ikari); and "Practical Session on Drafting Effective Marketing Plans of Publications" (Alison Baverstock). The final section discusses the situation of book marketing and distribution in respective countries. Appendices include: general information; list of participants; program schedule; list of lecturers; and list of secretariat members. (MAS)

ED 383 423 PS 023 190

Who's Minding the Baby? Quality and Availability Problems in Child Care for America's Children. Hearing before the Subcommittee on Regulation, Business Opportunities, and Technology of the Committee on Small Business. House of Representatives, One Hundred Third Congress, Second Session (Portland, OR, December 9, 1994).

PUB DATE- 95
NOTE- 180p.; Serial No. 103-111. Contains many pages of small print.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Caregivers; Day Care; *Educational Attitudes; *Educational Quality; *Family Day Care; Hearings; Parents; Professional Development; Program Improvement; State Officials; Teacher Education
IDENTIFIERS- Child Care Needs; Congress 103rd; Day Care Licensing

These hearing transcripts present testimony concerning the quality and availability of child care in the United States, focusing on ways to improve the quality of home-based child care. Much of the testimony addressed the need to provide increased educational and training opportunities for home-based child care providers and to better regulate and inspect home-based providers. Testimony was heard from: (1) the Assistant Secretary for Children and Families, U.S. Department of Health and Human Services; (2) the Associate Director of Income Security Issues, U.S. General Accounting Office; (3) the administrator of the child care development division of the Oregon Employment Department (4) a community college department chair; and (5) two home-based child care providers. Additional materials from the U.S. General Accounting Office and parent advocacy groups are included. (MDM)

ED 383 480 PS 023 409

Freeman, George; And Others
Linking Gender-Related Toy Preferences to Social Structure: Changes in Children's Letters to Santa since 1978.
PUB DATE- Mar 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Savannah, GA, March 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Childhood Attitudes; Children; Childrens Writing; Content Analysis; Letters (Correspondence); Sex Differences; *Sex Stereotypes; Social Change; *Social Influences; *Toys
IDENTIFIERS- Santa Claus

A study explored gender differences in toy preferences, using 824 children's responses to a southeastern newspaper's request for letters to Santa Claus. The results suggested that it is in the choice of toys associated with some aspect of the adult social structure where children's preferences show the greatest gender differences. Changes in toy preference that have appeared in the past 15 years were found predominantly for toys associated with children's own enjoyment and learning and nonrepresentative of the adult world, such as musical instruments or bikes. These current findings indicated that girls are now as likely as boys to enjoy riding bicycles and engaging in sports activities. Also, boys are now as likely as girls to enjoy arts and crafts activities. However for toys that orient children away from occupational roles, the concern still exists that play with gender-linked toys may reduce life choices of young girls. Results suggest that children's play remains an important component in development of gender identity. Findings support the idea that changes in children's preferences for those toys associated with eventual adult status or social structure provide an interesting tool by which to gauge gender equity in a given society. (AA)

ED 383 552 SE 056 286

Dolgowich, Sheila; And Others
Chances Are: Hands-on Activities in Probability and Statistics, Grades 3-7.
PUB DATE- 95
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Learning Activities;

*Mathematics Instruction; *Probability; *Statistics; *Student Journals
IDENTIFIERS- *Hands On Experience; Mathematics Activities; *NCTM Curriculum and Evaluation Standards

This booklet suggests activities that reflect findings from recent educational research on curriculum, assessment, and instruction, as well as the National Council of Teachers of Mathematics Standards pertaining to probability and statistics. Each teacher's guide for the 13 hands-on activities includes objectives stemming from NCTM recommendations, prerequisite knowledge, estimated time, materials list, recommended student groupings, new vocabulary terms, directions for using the activity, class-discussion questions, assessment tools, and suggested extensions of the activity. Also included are a scope and sequence chart; pre-program and follow-up parent letter, survey, and self-assessment; group assessment; and student journal entry pages for each activity. Appendices contain the NCTM Curriculum and Evaluation Standards and directions for making manipulatives; a glossary is included. (Contains 17 references.) (MKR)

ED 383 574 SE 056 544

The Science of Energy.

PUB DATE- 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Demonstrations (Science); *Energy; Energy Education; Experiments; Science Activities; *Science Education; Secondary Education; Units of Study; Worksheets
IDENTIFIERS- *Energy Conversion

This unit of study for secondary students focuses on energy uses energy sources, energy forms, and energy conversion. The unit is designed to take five 45-minute class sessions. In the first class session, the teacher conducts several energy conversion experiments. In subsequent sessions, students are divided into seven groups and each is assigned an energy conversion experiment and a station. Students learn how their experiment converts one type of energy into one or more other types of energy. Students at each station present their experiment to other groups of students rotating through the stations. The final session involves students working together to answer questions related to the unit. Teaching materials are provided for each class session and include vocabulary words, teacher demonstration instructions, worksheets, study sheets, an energy test, and instructions for station experiments. (LZ)

ED 383 616 SO 024 974

Bauer, Norman J.
The Politics of Parochiaid: An Analysis of the 1993 Report on the Roman Catholic Schools in New York State.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Spring Conference of the New York State Foundation of Education Association (Ithaca, NY, April 22-23, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; *Educational Finance; Elementary Secondary Education; Financial Support; *Parochial Schools; *Private Education; *Private School Aid; Private Schools; Public Education; Religious Education; School Funds; School Support; *State Church Separation
IDENTIFIERS- New York; *Parochiaid

This paper explores the question of the use of public state funds to support Catholic or any other denominational, nonpublic school. Thomas Sobol, Commissioner of Education, asked the Blue Ribbon Panel to examine the following significant matters: (1) the stress on tradition and work-related economic values derived by graduates of Catholic schools; (2) a recognition that declining enrollments and the closing of Catholic schools constitutes a potentially serious economic problem for the public; and (3) the need for the Panel to formulate creative ways, as well as workable and timely strategies, to stabilize enrollments and reverse the trend to close Catholic schools. The Panel's primary recommendations called for the development of legislation which would provide parents income tax credit for tuition, for other education-related expenses, for donations to schools and their programs and for scholarship funds donated to benefit at-risk students of public or nonpublic schools. The controversies and rationales regarding the use of monies for nonpublic schools are analyzed. The case is made to exclude nonpublic schools from receiving public funds. (EH)

ED 383 235 FL 800 962

VESL for Industrial and Technical Training (VITT) Curriculum: Student Materials and Instructor's Guide.

PUB DATE- Jun 89
NOTE- 323p.
LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Instructional Materials; Language Patterns; Language Usage; Limited English Speaking; *Literacy Education; Second Language Instruction; *Study Skills; Teaching Guides; *Test Wiseness; *Vocabulary Development; *Vocational English (Second Language)

This student workbook and teacher's guide are for a vocational English-as-a-Second-Languge (VESL) course designed to prepare limited-English-speaking students for vocational training programs in industrial and technical fields. The curriculum focuses on the general technical English most critical in making the transition from English-as-a-Second-Language (ESL) courses to vocational courses in which English is the language of instruction. Study skills and test-taking skills are also emphasized. The student workbook contains eight instructional units on the following topics: definitions and classifications; physical and spatial descriptions; functional descriptions; process descriptions; definitions, examples, and classifications; comparative descriptions; non-sequential instructions; and sequential instructions. Each unit contains a list of skill objectives, visual aids, an outline of the lecture to accompany the unit, readings, and worksheets. Notes on test-taking strategies are appended. The instructor's guide begins with an overview of the curriculum and offers suggestions for organization of materials, classroom instruction, and student evaluation. The core of the guide includes specific guidelines for classroom activities, language use, vocabulary, and use of corresponding student worksheets, lecture texts, readings, and answer keys to student worksheets for each of the eight units. Test-taking strategy notes are also appended here. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 383 255 HE 028 367

Jones, Elizabeth A.; And Others
National Assessment of College Student Learning: Identifying College Graduates' Essential Skills in Writing, Speech and Listening, and Critical Thinking. Final Project Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 193p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College Graduates; *Communication Skills; *Critical Thinking; Delphi Technique; Employers; Higher Education; *Listening Skills; National Surveys; *Outcomes of Education; Speech Skills; Thinking Skills; Undergraduate Study; *Writing Skills
IDENTIFIERS- *National Education Goals 1990

This study used an iterative Delphi survey process of about 600 faculty, employers, and policymakers to identify writing, speech and listening, and critical thinking skills that college graduates should achieve to become effective employees and citizens (National Education Goal 6). Participants reached a consensus about the importance in critical thinking of the ability to detect: indirect persuasion including the use of leading questions that are biased towards eliciting a preferred response, use of misleading language, use of slanted definitions or comparisons, and instances where irrelevant topics or considerations are brought into an argument to divert attention from the original issue. With regard to effective writing respondents thought that graduates should be able to use active or passive voice where appropriate, use correct grammar, use specific language conventions of their academic discipline, and use language that their audience understands. With regard to speech communication skills respondents reached agreement about the importance of information exchange, conversation management, group communication, and using and understanding spoken English and non-verbal signs. Extensive tables detail the Delphi survey results. (Contains 168 references.) (JB)

ED 383 276 HE 028 389

Horn, Laura; Maw, Carlyle

Minority Undergraduate Participation in Postsecondary Education.
Statistical Analysis Report.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; American Indians; Asian Americans; Black Colleges; Blacks; College Choice; Colleges; *Enrollment Trends; Graduate Study; Higher Education; Hispanic Americans; *Minority Groups; Proprietary Schools; Student Financial Aid; *Undergraduate Students; Universities
IDENTIFIERS- *National Postsecondary Student Aid Study

This report provides statistical information on minority undergraduate participation in postsecondary education and postsecondary persistence among racial-ethnic groups, based on the National Postsecondary Student Aid Study (NPSAS). The data indicate that, after a dramatic increase in minority enrollment in the 1960s and 1970s, there was uneven progress made in the 1980s. The proportion of black students enrolled in institutions of higher education decreased from 9.2 percent in 1980 to 8.9 percent in 1990. Among black undergraduates, nearly two-thirds were women, compared with 53 percent of Hispanics and 55 percent of Whites. The report also indicates that black students were more likely to be enrolled in private, for-profit institutions and less likely to be enrolled in 4-year institutions than white students. Undergraduates who attended historically black colleges and universities were more likely to aspire to an advanced degree than were students at other 4-year institutions. Persistence rates for 1989-90 beginning postsecondary students pursuing a bachelor's degree tended to be higher for Asian/Pacific Islander students than for black students. Statistics on college choice and student financial aid are also included. Two appendixes contain a glossary and technical notes on methodology. (MDM)

ED 383 315 IR 017 170

Knupfer, Nancy Nelson; And Others
A Collaborative Multimedia Development Project for Rural Training: Results of a Beta Test and Adjustments to Design.
PUB DATE- 95

NOTE- 11p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Adult Education; Computer Mediated Communication; Continuing Education; *Distance Education; Educational Assessment; *Educational Needs; Educational Quality; Information Services; *Instructional Development; Learning Modules; *Multimedia Materials; On the Job Training; *Rural Population; *Social Workers; Staff Development
IDENTIFIERS- Beta Binomial Test Model

In an attempt to improve services to rural populations, distanc education has become an increasingly popular form of continued training to adult audiences. The increasing workplace demands on social workers require a feasible solution to providing on-the-job training for those who reside in both urban and rural areas. Social workers need to know more information to keep up with changing policies and provide quality services, while at the same time increased responsibilities make it more difficult to leave the office for training or education. Following a needs assessment, multimediated training for social work professionals was planned. The first of 10 modules was designed, developed, and beta tested prior to field placement, and this paper reports the results of the beta test aimed at checking the perceived quality of the multimedia lesson. The trainees were social workers who lived in rural areas and the developers were a team of people with various professional skills. In general, the subjects responded favorably to the multimedia training. The design adjustments recommended from the beta test can be categorized into three areas: content; instructional design; and technical integrity. (Contains 33 references.) (Author/AEF)

ED 383 461 PS 023 357

Wheeler, Gay
A Study of Half Day vs. All Day Pre-Kindergarten Readiness.
PUB DATE- May 95
NOTE- 41p.; Research paper, Sam Houston State University. Some pages contain light print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Cognitive Development; Emotional Development; *Full Day Half Day Schedules; Preschool Children; Preschool Education; Preschool Evaluation; *Preschool Teachers; Program Design; *Program Effectiveness; Program Length; *School Readiness; Social Development; *Teacher Attitudes; Time Factors (Learning)

A study examined whether a half-day or all-day kindergarten readiness program was the more beneficial in preparing students for kindergarten. A questionnaire was drawn up after research into this domain and submitted to 45 faculty members at a child development center. The findings were found to be somewhat evenly divided between the half-day and all-day readiness programs. However, the results provided small but significant evidence in favor of the half-day program as indicated by both the half-day and all-day teachers regarding the acquisition of learning skills, readiness skills, and social skills. The half-day program seemed to be better for the 4- and 5-year-old child, if a choice is available. Results also indicated that readiness and social skills are learned in the morning when a child is rested. (The questionnaire and a progress check list for the 4-year-olds are appended). (AA)

ED 383 635   SO 025 011

Hall, Stephanie A.
Ethnographic Collections in the Archive of Folk Culture: A
  Contributor's Guide. Publication of the American Folklife
  Center, No. 20.

PUB DATE- 95
NOTE- 35p.; For related item. see SO 025 010.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Anthropology; *Archives; Culture; *Ethnography; *Folk Culture; Heritage Education; *Libraries; Material Culture; Primary Sources; Reference Materials; *Resource Centers; Resource Materials; Resources
IDENTIFIERS- American Folklife Center; Material Culture

This booklet provides a practical guide for those interested in contributing material to the Archive of Folk Culture in the American Folklife Center at the Library of Congress. The Archive houses one of the largest collections of ethnographic documentation in the world, protects these materials for the future generations, and makes them available to researchers in the study of culture. Its holdings encompass all aspects of folk music, dance, narrative, arts, and material culture of all nations. This booklet explains the legal implications of giving a collection to the Library of Congress and describes how to organize, label, and document the material before transfer. It also includes advice on how collectors can protect ethnographic materials in their own keeping, or store them prior to sending them to the Library of Congress. The table of contents includes the following: (1) Introduction; (2) The Archive of Folk Culture; (3) Types of Contributions; (4) Preparing a Collection for the Archive of Folk Culture; (5) Arranging and Numbering the Collection (Audio and Video Tape Recordings, Manuscripts, Photographs, Film, Computer Diskettes); and (6) Appendixes (Potential Acquisitions Data Sheet, Fieldwork Sample Data Sheet, Audio Tape Log, Video Tape Log, and Photo Log). (EH)

ED 383 368 JC 950 292

Rendon, Laura I.
Issues of Class and Culture in Today's Community Colleges.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 9p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For related documents, see JC 950 291-296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Cultural Context; Diversity (Institutional); *Educational Change; *Educational Research; *Educational Responsibility; *Equal Education; Minority Group Influences; *Multicultural Education; Role of Education; Social Bias; Two Year Colleges

New researchers on community colleges, such as Rob Rhoads, Estela Bensimon, Bill Tierney, James Valadez, Berta Laden, and Romero Jalomo, are exploring new conceptual frameworks to guide thinking about the transformation of community colleges from mere open-access institutions into colleges that make a difference in the lives of students who have nowhere else to turn. Although current policies and practices are very entrenched, this research might come to influence the next generation of college leaders. Rhoads presents the notion of multiculturalism as a conceptual framework by which to restructure the colleges, positing border knowledge, or that which resides outside of the canon, as a legitimate form of knowledge which should be recognized and rewarded. Valadez finds that the community college is organized to meet the needs of community employers as opposed to the needs of students, while Jalomo and Laden examine the experiences of Latino students and the effects on their learning and persistence. This new research points to a conflict between institutional survival and what is in the hearts and minds of students. Ultimately, if colleges merely offer the opportunity to learn vocational skills, they fail to fulfill the real promise of the community college: that even students from non-academic backgrounds can attain an education that goes beyond performing menial tasks and obeying authority. (BCY)

ED 383 386 JC 950 312

Environmentally Conscious Manufacturing Technology Transfer and Training Initiative (ECMT3I) Technology Transfer Model Report.

SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 24 Sep 93
NOTE- 128p.; For the Manufacturer Environmental Survey, see JC 950 311. A product of the Environmentally Conscious Manufacturing Technology and Training Initiative.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Compliance (Legal); Computer Networks; *Environmental Education; *Environmental Standards; Hazardous Materials; Higher Education; *Information Transfer; Intercollegiate Cooperation; Laboratory Safety; Manufacturing; *Small Businesses; State Regulation; *Technology Transfer; Two Year Colleges; Universities

The Environmentally Conscious Manufacturing Technology Transfer and Training Initiative (ECMT3I) is a cooperative effort among education and research institutions in New Mexico to analyze problems in transferring environmental technologies from Department of Energy laboratories to small and medium enterprises (SME's). The goal of the ECMT3I is to understand how SME's transfer technology into their facilities and how assistance providers, such as community colleges, can develop partnerships with the SME's to enhance technical and educational activities. Through initial surveys and pilot projects, ECMT3I discovered that most SME's in New Mexico did not currently view community colleges, universities, and federal labs as sources of training, information, or problem solving. As a result, the ECMT3I developed a model for transferring information from assistance providers to SME's, focusing on the elimination of duplication of efforts and the strengthening of communication. Key elements of the model include the establishment of a primary contact for SME's requesting assistance, the cooperation of all assistance providers to work together as a team, the use of New Mexico's State Technology and Assistance Resource System (STARS) as a central database for all assistance providers, and the inclusion of the SME as a part of the solution. In addition, SME's are tracked through the assistance process via STARS and the model contains a proactive marketing component. Appendixes provide a description of the IDEF-Zero activity model and charts of the ECMT3I's model for technology transfer. (KP)

ED 383 404 PS 022 687

Forman, Ellice A., Ed.; And Others
Contexts for Learning: Sociocultural Dynamics in Children's Development.
PUB DATE- 93
NOTE- 395p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Classroom Environment; Cognitive Development; *Concept Teaching; Constructivism (Learning); *Context Effect; *Cultural Context; *Interpersonal Relationship; *Learning Processes; Learning Theories; Literacy; Mathematics Instruction; Problem Solving; Reciprocal Teaching; *Social Environment; Teaching Methods; Thinking Skills
IDENTIFIERS- Knowledge Acquisition; Scaffolding; *Vygotsky (Lev S)

Sociocultural theory has challenged existing notions of cognitive development by suggesting that psychological functioning is specific to its social context and is dependent on the mastery of culturally defined modes of speaking, thinking, and acting. This book provides a representative sample of work on the social and cultural foundations of developmental processes. Following an introduction on the integration of individual processes in accounts of children's learning and development, the book is organized into three parts. Chapters in the first part focus on the traditional educational setting, the classroom, and the ways that activity, discourse, and modes of thinking are organized there. In the second part, the chapters deal more specifically with the role that interpersonal relationships play in the teaching/learning process. Finally, the chapters in the last part address the broader issue of the relationship between the institutions of the educational system--such as schools or after-school programs--and the processes and outcomes of learning. Each part is followed by an integrative commentary chapter, which serves to highlight common issues across the individual chapters and, as each is written by scholars working within various theoretical frameworks, to provide a broad-based, multidisciplinary commentary. In a final general commentary, Jacqueline Goodnow places the issues raised in the volume as a whole in historical context and sketches an agenda for future work. (AA)

ED 383 498 RC 020 081

Cuban, Larry
How Teachers Taught: Constancy and Change in American Classrooms, 1890-1980. 1st Edition. Research on Teaching Monograph Series.
PUB DATE- 84
NOTE- 306p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Techniques; *Educational Change; Educational History; *Educational Practices; Elementary Secondary Education; Open Education; *Progressive Education; *Resistance to Change; Rural Education; Teacher Behavior; Teaching Methods; Urban Education
IDENTIFIERS- School Culture; *Teacher Centered Instruction; Virginia (Arlington)

This book investigates teaching practices before, during, and after reform impulses in the 20th century aimed at changing what teachers routinely do. Patterns of stability and change over a 90-year period are developed from evidence from a wide variety of sources, including classroom photographs, textbooks and tests used, student recollections, teacher reports of how they taught, and classroom observations by parents and administrators. A continuum stretching from teacher-centered instruction to student-centered instruction provides a tool to help map the intricate complexity of classroom practices. Part I covering 1890-1940 consists of three chapters: (1) a description of teaching at the turn of the century, including progressive reforms of that era; (2) case studies of classroom practices in New York City, Denver, and Washington, D.C. during the 1920s and 1930s; and (3) a survey of teaching practices nationally during those 2 decades, particularly in rural schools. Part II summarizes case studies of informal and open education in Washington, D.C., New York City, and North Dakota during 1965-1975, and provides an intensive look into Arlington (Virginia) classrooms during 1969-1980. Part III examines five possible explanations for continuity/change in teaching during this century: (1) school as a form of social control and sorting; (2) constraints related to the organizational structure of school and classroom; (3) the culture of teaching; (4) individual and shared beliefs about child development, the role of school, and authority; and (5) the nature and effectiveness of reform implementation. This book contains over 300 references, many photographs, and an index. (SV)

ED 383 515 RC 020 148

Anson, Christina N., Comp.; Barry, Maria E.
A Guide to NGO Directories: How To Find Over 20,000 Nongovernmental Organizations in Latin America and the Caribbean. Second Edition.
PUB DATE- Feb 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agriculture; *Community Development; Developing Nations; *Directories; Economic Development; Environmental Education; Foreign Countries; *Nonformal Education; *Organizations (Groups); *Rural Development; Rural Education; Sustainable Development; Technical Assistance; Training
IDENTIFIERS- Caribbean; *Latin America; *Nongovernmental Organizations

This guide provides information on 42 directories that list over 20,000 nongovernmental organizations (NGOs) in Latin America and the Caribbean. Listings cover NGOs in Argentina, Bolivia, Brazil, Caribbean Region, Chile, Colombia, Costa Rica, Dominica, Dominican Republic, Ecuador, El Salvador, Guatemala, Haiti, Honduras, Jamaica, Mexico, Nicaragua, Paraguay, Peru, St. Lucia, Tobago, Uruguay, and Venezuela. Most organizations are involved in rural and community development, agricultural cooperatives, training, nonformal education programs, environmental education, technical assistance, marketing services, and social programs. Through NGOs and the networks they have created, developing countries now have access to human, informational, and financial resources previously unavailable. Learning how to mobilize these resources is likely to be the key to the speed, quality, and sustainability of development. Entries include title, publisher, date of publication, address, and a brief description. (LP)

ED 383 575 SE 056 545

Science of Energy. Elementary Version.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Demonstrations (Science); Elementary Education; *Energy; Energy Education; Experiments; *Science Activities; *Science Education; Units of Study; Worksheets
IDENTIFIERS- *Energy Conversion

This unit of study for elementary students focuses on energy uses, energy sources, energy forms, and energy conversion. The unit is designed to take five 45-minute class sessions. In the first class session, the teacher conducts several energy conversion experiments. In subsequent sessions, students are divided into seven groups and each is assigned an energy conversion experiment and a station. Students learn how their experiment converts one type of energy into one or more other types of energy. Students at each station present their experiment to other groups of students rotating through the stations. The final session involves students working together to answer questions related to the unit. Teaching materials are provided for each class session and include vocabulary words, teacher demonstration instructions, worksheets, study sheets, an energy test, and instructions for station experiments. (LZ)

ED 383 597 SO 024 811

Townsend, Tony

Educational, Social and Financial Development in Communities in the South Pacific.

PUB DATE- 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Development; Economic Impact; *Educational Development; Educational Planning; Financial Policy; Foreign Countries; Global Approach; *Global Education; Living Standards; *Social Development; Social Environment; Socioeconomic Influences
IDENTIFIERS- Cook Islands; Fiji; Solomon Islands; *South Pacific; Tonga; Vanuatu

This paper examines some of the South Western Pacific Island nations and considers their economic and social development and the ways in which education can play a role in future development. Excluding Australia, Papua New Guinea, and New Zealand, the south-western part of the Pacific is home to 20 small nations. This paper focuses on five of those nations: (1) Fiji; (2) Solomon Islands; (3) Vanuatu; (4) Tonga; and (5) Cook Islands. Smaller island countries are still heavily reliant upon external aid to support their development. Efforts toward development are being addressed at the local and community levels with the aid of small grants from the International Community Education Association (ICEA). Aid is based upon the belief that people in their local communities can acquire the confidence, knowledge, and skills to meet their needs and solve their problems with a minimum of external support. An appendix lists some of the small grants of the ICEA in the Pacific Region 1990-1994. (EH)

ED 383 654 SP 035 982

Scott, Harry V.
A Serious Look at the 4MAT Model.
PUB DATE- 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Style; Educational Research; Elementary Secondary Education; Higher Education; Instructional Design; *Learning Strategies; Literature Reviews; Models; *Psychoeducational Methods; Staff Development; Teacher Education; Teaching Methods
IDENTIFIERS- *4MAT System; Kolb (David A); *Learning Styles Inventory

4MAT is an 8-step, sequential instructional model based on two theoretical constructs: Kolb's model of learning styles and the concept of brain hemisphericity. The model, developed by B. McCarthy (1987), is derived by interacting each of Kolb's four quadrants with both left and right brain. Kolb outlined four learning styles based on the four outcomes of interacting mode of perceiving with mode of processing information. McCarthy concluded that the full cycle of a lesson would include eight activities, accommodating each of the four types of learning using both left and right dominance in each quadrant. Such lessons highlight the style of each learner for some fraction of the whole, and rotation between left and right-brain activities also gives prime time to the basically different orientations and should lead to whole-brain performance. A review of professional literature on research with 4MAT, 4MAT as a tool for instructional design, 4MAT as a tool for staff development, and the 4MAT model as theory illustrate use and implications of the 4MAT model and assess its validity and legitimation. There is no direct criticism of the 4MAT model in the literature, though some educators have questioned the relevance of the concept of learning styles to instructional design. Legitimation of the model has come through academic discussion and widespread use of 4MAT concepts. Review of the literature on 4MAT has revealed little research on student achievement. The professional literature indicates that the 4MAT model is capable of comprehensive use, for developing instructional units for discursive as well as non-discursive disciplines, for secondary as well as elementary education, and for urban as well as suburban schools. (Contains 22 references.) (ND)

ED 383 672 SP 036 012

Shepardson, Daniel P.
Twenty-Four out of Thirty = Change.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperation; Cooperative Planning; Faculty Development; Improvement Programs; *Inservice Teacher Education; Intermediate Grades; Junior High Schools; Laboratory Procedures; Models; *Reflective Teaching; *Science Course Improvement Projects; Science Instruction; Science Laboratories; *Science Teachers; *Teacher Improvement; Teaching Methods; Teaching Skills
IDENTIFIERS- National Science Foundation

This paper presents an overview of the inservice model used by the National Science Foundation supported Project INLAB (Integrating Laboratory Instruction and Assessment) to challenge and change science teachers' laboratory instruction and assessment practice. The framework that guides the instructional strategies and activities of INLAB is based on the notion of "pedagogical reasoning and action," which emphasizes an intellectual basis and a process for constructing a shared understanding of teaching through reflection. Project participants were 30 middle level (grades 4-9) teachers. In a workshop setting, collaborative dialogue and reflection on current practice helped participants to know and understand the ways of teaching and assessing that lead to change in practice. Evaluation data indicate that 24 out of the 30 participants have changed their laboratory teaching and 27 out of 30 have changed their assessment practice. These findings indicate that Project INLAB provides a model for collaborating with practitioners that fosters professionalism through the establishment of a dialogical and reflective community of learners. Three appendices provide: guidelines and procedures for reflection on current practice; an alternative assessment assignment; and a teachers visiting teachers assignment. (Contains 9 references.) (ND)

ED 383 296 IR 017 151

Ellsworth, James B.

Planning for Success: Considerations for Managing Dissemination of Training Technology.

PUB DATE- 95

NOTE- 12p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; Case Studies; Change Agents; *Computer Assisted Instruction; Evaluation Criteria; *Information Dissemination; Interviews; *Military Training; Observation; *Program Implementation; *Vocational Training Centers

IDENTIFIERS- *Army; Document Analysis

This paper summarizes the results of a study examining the implementation of a computer-based trainer in a U.S. Army Advanced Individual Training center. Interviews, document analysis, and participant-observation were used to identify factors that influenced potential adopters to accept or resist the new trainer. Comments from planners and administrators, technical support personnel, subject-matter experts (instructors), instructional developers, and students were analyzed for common themes affecting the adoption/rejection decision. Nineteen factors were identified, focusing on different situational entities (i.e., other participants, the system itself, external organizations, leaders of the implementation, and the bureaucracy). Results suggest four critical issues for planners to consider to maximize the positive impacts of each factor throughout the dissemination process. Recommendations for addressing these issues are offered to administrators, instructional technologists, and change agents. (Contains 14 references.) (Author/AEF)

ED 383 424 PS 023 191

Grotberg, Edith H.
The International Resilience Project: Promoting Resilience in Children.
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Age Differences; Child Caregivers; Childhood Attitudes; *Child Psychology; Cross Cultural Studies; *Developmental Psychology; Familiarity; Foreign Countries; *Interpersonal Competence; *Socialization; Surveys
IDENTIFIERS- Erikson (Erik); International Resilience Project; *Resilience (Personality)

The International Resilience Project was intended to determine the multidimensional, reciprocal, and dynamic factors--and relationships of factors--that parents, teachers, caregivers, and children themselves use to promote resilience in children. The samples were 589 children and their caregivers from 14 countries: Lithuania, Russia, Costa Rica, Czech Republic, Brazil, Thailand, Vietnam, Hungary, Taiwan, Namibia, Sudan, Canada, South Africa, and Japan. The ages of the children coincided with the first two of Erikson's developmental stages. Fifteen situations were developed, and adults and children's responses were measured. The major findings include the following: (1) resilience-promoting behavior is consistent with the familiarity of a situation; (2) younger children have a lower frequency of resilience-promoting responses than do older children or adults; (3) reports of a personal experience correlated with a higher percentage of resilience responses; and (4) more than half the responses showed no or only partial use of resilience factors. (Checklists for children's perceptions of resilience are included, and demographic data from 14 countries are appended.) (WP)

ED 383 443 PS 023 306

Tunstall, Dorothy F.
Is Your School Ready for the 21st Century? A General Overview for Planning Purposes.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Demography; *Economic Factors; Educational Change; *Educational Policy; *Educational Trends; Elementary Secondary Education; Futures (of Society); *School Demography; Social Change; *Technological Advancement
IDENTIFIERS- *Policy Issues

Three factors--demographic changes, economic changes, and high technology--will cause increasing diversity and consequently result in changes in school curriculum and policy priorities for the 21st century. Demographic trends will change because of changing birth patterns, aging of the population, changing family status, and increasing demand for education, and thus will call for: (1) individualized learning; (2) familiarity with cultural diversity; (3) alternative funding sources for schools; and (4) assumption by schools of a nurturing role for children. Economic changes will result in more schools as sites for retraining; more home-based schooling; increased management of schools/districts by private business; increased demands for minority teachers; and an increased high school drop-out rate, especially for minorities. The impact of technological changes will be reflected in more "expert" teaching via use of computers and videotapes, and replacement of the conventional paper, pencil, and book by computers. A global village facilitated by the technology of computers will help in creating unity among educators, providing for diversity of students, and promoting the resurgence of child-centered attitudes. Curriculum changes resulting from these factors will be characterized by instruction in problem-solving, critical and analytical thinking, and creative thinking. Individualized education plans, computers in every classroom, and cooperative learning will be emphasized. Besides public schools, nonprofit agencies will become involved in teaching. Priorities for policy planning will include: (1) quality child care and equity for all children; (2) emphasis on prevention (or early intervention) more than on maintenance; (3) emphasis on cooperation more than competition; (4) encouragement of flexibility, creativity, and the ability to adapt positively to change; (5) a global focus while keeping in mind the needs of children at the local and state levels; (6) involvement of parents in early childhood education; and (7) adaptation of schools to make them ready for the children. Contains 39 references. (BAC)

ED 383 462 PS 023 358

Uphoff, James K.
Real Facts from Real Schools: What You're Not Supposed To Know about School Readiness and Transition Programs.

PUB DATE- 95
NOTE- 149p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Compensatory Education; Early Childhood Education; Educational Improvement; Educational Needs; *Educational Quality; Grade Repetition; High Risk Students; Learning Readiness; Negative Attitudes; Outcomes of Education; Program Descriptions; Program Effectiveness; *School Effectiveness; *School Readiness; School Surveys; Student Improvement; *Transitional Programs
IDENTIFIERS- Historical Background

Research shows that many primary grade students need extra-year options and benefit from them as they start their schooling. This book provides information about school readiness and transition programs in the United States, documenting the need for and success of such programs as a countermeasure to grade retention, as well as the negative campaign to eliminate these successful programs from U. S. elementary schools. The first section of the book provides a historical perspective on the development of readiness and transition programs, examining the reasons such options were initiated and showing how they have grown over the past few decades. The second section presents an in-depth look at the major issues raised by the recent attacks on readiness and transition programs. This section is intended to help readers understand the distortions and inaccuracies that form the basis of the attacks, and to judge for themselves whether or not individual local programs meet the suggested criteria and guidelines for such programs. Finally, the third section of the book contains the results of more than 50 research studies, summarized in an accurate and easy to understand format. Some of these studies have been previously reported, but their conclusions have been distorted. Others have never before been reported in the professional literature and now add much new data to the base of knowledge about school transition. Thirty-eight of these studies specifically address readiness and transition programs. These studies have been cross-referenced to help readers find particular types of data that interest them. (Author/AA)

ED 383 481 PS 023 415

Guadalupe, Deana R.
Project Comienzo: Title VII Special Populations Program, 1993-94. Final Evaluation Report.
PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education Programs; *English (Second Language); Interdisciplinary Approach; *Limited English Speaking; *Multicultural Education; Preschool Children; Preschool Education; Program Effectiveness; *Program Evaluation; Program Implementation; Spanish Speaking
IDENTIFIERS- New York City Board of Education

Project Comienzo, a bilingual pre-kindergarten program, was designed to help Spanish-speaking 3-year-old children flourish academically and socially, supported by the ratio of adults to children. The program served 17 students of limited English proficiency. A full-time bilingual teacher and a full-time educational assistant were used, and parents volunteered their time on a rotating basis. The project's main focus was to develop the children's socialization, motor, and cognitive skills. The classroom was divided into various learning and activity centers, which facilitated small-group, cooperative, and individual activities. The staff was involved in frequent meetings, group discussions, workshops, and training sessions. The parental involvement aspect enabled parents to tutor the children, which offered tremendous support to the teachers. Parents played a large role in their child's education, both inside and outside the classroom. An evaluation of the program indicated that all students in project Comienzo showed academic progress and greatly improved their English and Spanish language proficiency. Highly effective components of the program were the materials used and parental involvement. Least effective components were the too-long school day, and the need for the curriculum to focus more on gross and fine motor skills. (A copy of the class schedule and the parent questionnaire are appended.) (AA)

ED 383 534 SE 055 637

Kirshner, David, Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education. (16th, Baton Rouge, Louisiana, November 5-8, 1994). Volume 2: Research Papers, Oral Reports, and Posters (Continued).
PUB DATE- Nov 94
NOTE- 350p.; For Volume 1, see SE 055 636.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Beliefs; Conference Papers; Elementary Secondary Education; Knowledge Base for Teaching; Mathematics Education; Mathematics Instruction; Number Concepts; *Problem Solving; *Rational Numbers; *Research Methodology; *Social Influences; Student Attitudes; *Teacher Attitudes; Teacher Education
IDENTIFIERS- Mathematics Education Research; Pedagogical Content Knowledge; *Psychology of Mathematics Education; Subject Content Knowledge; Teacher Change

This PME-NA proceedings volume contains the full text of 41 research papers. In addition, brief usually one-page reports, are provided for 11 oral presentations and 13 poster sessions. The full research reports are as follows: "Cognitive Analysis of Chinese Students' Mathematical Problem Solving" (J. Cai and E. A. Silver); (2) "Mathematical and Verbal Abilities in Mathematical Problem Solving by Talented Students" (S. D. Moore); (3) "One Student's Effort in Resolving His Self-Generated Measurement Problem: 'See If It Would Work With a Triangle.'" (A. Reynolds and G. H. Wheatley); (4) "Problem Solving Using Arithmetic and Algebraic Thinking" (A. R. Teppo and W. W. Esty); (5) "The Development of Children's Concept of Unit--Grades 4-8" (S. J. Lamon); (6) "Interaction and Fraction Knowledge: Children's Construction of the Iterative Partitioning Scheme" (R. Tzur); (7) "Using Case Studies to Promote Instructional Change" (B. Armstrong, And Others); (8) "The Validity of Concept Maps as a Research Tool in Remedial College Mathematics" (J. Laturno); (9) "Collaborative Action Research in Mathematics Education" (A. M. Raymond); (10) "Middle School Students' Perceptions of Their Everyday Mathematics Usage" (J. O. Masingila); (11) "A Basis for Equity in Mathematics Education: An Experiment In Cultural Course Development" (N. C. Presmeg); (12) "A Case of Equity Reform In Mathematics" (B. F. Risacher); (13) "The Negotiation of Social Norms in a Mathematics Class" (S. D. Trowell and G. H. Wheatley); (14) "Exploring the Social in Social Construction" (S. R. Williams and K. M. C. Ivey); (15) "Empowering Students to Talk About Mathematics In a Seventh-Grade Classroom" (V. M. Adams); (16) "Confidence in Answer Keys Among College Calculus Students" (H. T. Barton); (17) "Enhancing Student Interest in Mathematics Using Integrative Curricula" (M. Mitchell); (18) "The Effects of Psychosocial Variables on Middle School Student Problem-Solving Achievement in Mathematics" (J. L. Nath, And Others); (19) "Justifying the Reasonableness of Answers: Processes of Middle School Mathematics Students" (S. E. Williams and J. V. Copley); (20) "A Teacher's Perception of Time in a Mathematics Classroom" (K. M. C. Ivey); (21) "Preservice Secondary Teachers' Beliefs About Mathematics and Their Expectations About Student Performance on Open-Ended Assessment Tasks" (B. W. Grover and P. A. Kenney); (22) "Changing the Mathematics Learning Environment in Relation to Beliefs, Knowledge, and Practices" (P. A. Jaberg and C. A. Lubinski); (23) "Connecting Orientation Towards Authority to First-Year Teachers' Thinking About Teaching" (B. E. Shealy); (24) "Transforming Mathematics Teaching in Grades K-8: The Role of Material Resources in Supporting Teacher Change" (L. R. Davenport); (25) "Affective Issues in Developing Mathematics Teaching Practice" (L. T. Goldsmith and L. R. Davenport); (26) "Case Studies on Empowering Secondary Mathematics Teachers in Computer-Intensive Environments" (M. K. Heid, And Others); (27) "Perceived Defici

ED 383 553 SE 056 287

Stedman, James B.

Eisenhower Professional Development Program: Moving beyond Math and Science. CRS Report for Congress.

PUB DATE- 26 Oct 94

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; *Federal Programs; *Financial Support; *Mathematics Education; *Professional Development; *School Funds; *Science Education

IDENTIFIERS- Dwight D Eisenhower Math and Science Educ Prog

This report provides an analysis of the Eisenhower Professional Development program. It briefly considers the educational context within which the 103d Congress acted to convert the Dwight D. Eisenhower Mathematics and Science Education Act into the current program covering a much broader array of subject areas and briefly reviews the structure of the program under prior law. Provisions of the current program are delineated with particular attention to the curricular areas covered; the allocation of funding; and activities at the federal, state, local, and higher education levels. Finally, several issues likely to affect future development of the program are analyzed, including the level of the annual appropriation; the ability of local educational agencies to provide high quality, sustained, intensive professional development; and the growing demand for professional development as curriculum content standards are established in each of the core subject areas of English, math, science, foreign languages, civics and government, economics, arts, history, and geography. (MKR)

ED 383 617 SO 024 975

Phuntsog, Nawang
Renewal of Tibetan School Curriculum in Exile: A Tibetan-Centric Approach.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Cross Cultural Training; *Cultural Awareness; Cultural Background; *Cultural Influences; Culture; Elementary School Curriculum; Elementary Secondary Education; Ethnic Studies; Foreign Countries; *Global Approach; Minority Groups; *Multicultural Education; Nationalism; Religion; Secondary School Curriculum
IDENTIFIERS- *China (Tibet)

This paper traces the development of modern secular Tibetan education from the time of exile in India in the 1960's when the Communist Chinese occupied the country. A brief overview of the monastic education is presented as a way to provide a context to the importance of integrating Tibetan culture in the school curriculum. The rationale for a Tibetan-centric approach to schooling in exile is offered at various levels of its importance. An integration of Tibetan culture is also attempted. The necessity of preserving the Tibetan culture to help maintain national identity and to prepare students to face the challenges of life in exile and for reclaiming their lost nation is advocated. A constructive approach in this direction is to: (1) identify fundamental concepts and universal experiences in Tibetan culture; (2) develop a clearly defined scope and sequence in terms of creating learning experiences critical to ensure continuity of Tibetan culture; and (3) include activities in the integration that addresses cognitive, affective and action domains. (EH)

ED 383 236 FL 800 988

Skinner, Donna
ESL Curriculum for Adult Learners.
PUB DATE- May 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Students; College Students; *Course Descriptions; *English (Second Language); Enrollment; Instructional Materials; Minority Groups; *Outcomes of Education; Reading Skills; Second Language Instruction; Speech Communication; Student Evaluation; *Student Placement; *Vocational English (Second Language); Writing Skills

This English-as-a-Second-Language (ESL) curriculum was developed in 1994 at Garden City Community College in Kansas. The curriculum is designed to meet the needs of the Adult Learning Center students. Materials were developed for each level of college and adult education. The materials focus on six levels of ESL and include expected learner outcomes in listening, speaking, reading, writing, and life and study skills; teacher and student syllabi, student record card to chart enrollment and completion of learner outcomes; an initial placement instrument to determine student level; and an ESL placement sheet. (CK)

ED 383 277 HE 028 390

Smoot, Joseph G.

The Role of the North Central Association Team Chair in Conducting Accreditation Visits to Member Institutions.

PUB DATE- 25 Mar 95
NOTE- 48p.; Paper presented at the Annual Meeting of the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education (Chicago, IL, March 25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Administrator Role; *Agency Role; Higher Education; *Institutional Evaluation; *Leadership Responsibility; *Scheduling; Teamwork
IDENTIFIERS- Accreditation Standards; *North Central Association of Colleges and Schools

This paper is designed to provide guidance to team chairs in conducting accreditation visits to member institutions of the North Central Association of Colleges and Schools. It is based on the experiences of a team chair who had conducted 33 accreditation visits, 14 of them as the team chair. It discusses the initial preparation for an accreditation visit, including advice on organizing a portable file system, making courtesy calls to the institution's president, preparing a team travel schedule, and using the telephone and fax to communicate with team members. It then reviews preliminary organizational efforts, such as making team assignments in the self-study report and developing a detailed appointment schedule so that team members can begin working effectively from the start of the visit. It concludes by providing recommendations on conducting team meetings and the visit itself. An appendix contains sample documents, schedules, and reports. (MDM)

ED 383 316 IR 017 171

Koetting, J. Randall
Building Community: Democracy, Discourse, and Praxis.
PUB DATE- 95
NOTE- 6p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Community Development; *Debate; *Democracy; *Democratic Values; *Discourse Modes; *Moral Issues; Moral Values; Needs; School Involvement
IDENTIFIERS- Conceptual Frameworks

This document supports the following positions on building community: (1) as a society, there is a lack of a conceptual framework to engage in moral discourse, and a lack of a clear understanding of the notion of democracy; and (2) to build "real" community requires a means to engage in moral discourse, a clear understanding of democracy, and a radical and critical praxis. The discussion includes the following points: establishing the need for a moral discourse, presenting initial ideas for an understanding of democracy, and offering insight into the notion of radical and critical praxis that will provide the possibility of building community. School responses to changing notions of democracy have created different programs of reform. Because of the inability to engage in moral dialogue with society, it is increasingly difficult to clarify, debate, or act on visions of democracy. The inability to use moral language sensibly has been attributed to forms of academic theorizing. Democracy and community should be linked to a set of values, and these values must be more than abstract principles. Contains seven references. (AEF)

ED 383 333 IR 017 188

Ritchie, Donn; Gimenez, Fernanda
The Influence of Dominant Languages on the Effectiveness of Graphic Organizers in Computer-Based Instruction.
PUB DATE- 95
NOTE- 11p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Structures; *Computer Assisted Instruction; English; Grade 4; Intermediate Grades; Knowledge Representation; *Language Dominance; Language Proficiency; Limited English Speaking; Spanish
IDENTIFIERS- *Graphic Organizers

Students' academic achievement scores have been found to improve with the use of graphic organizers. Unfortunately, most previous research on graphic organizers has been constrained to English speakers in secondary and higher education. This study examines the effectiveness of graphic organizers when used by fourth grade students engaged in computer based instruction. Additionally, whether the learners's dominant language (Spanish or English) influenced the effectiveness of graphic organizers. Immediate and delayed gain in academic achievement scores of all students was analyzed. Statistically and educationally significant differences were found in scores favoring students who used graphic organizers. Results also indicated that when using computer-based instructional programs with embedded graphic organizers, Spanish and English speaking students, as groups, did not vary on learning style to the point of significantly impacting academic achievement scores according to tests measuring short-term and long-term recall. Limitations of the study and suggestions for future research are examined. Concepts are illustrated in two figures, and data is summarized in three tables. (Contains 23 references.) (Author/MAS)

ED 383 351 IR 055 524

King, Lisabeth A., Comp.; And Others
Directory of Electronic Journals, Newsletters and Academic Discussion Lists. 5th Edition.

PUB DATE- May 95
NOTE- 760p.
LANGUAGE- English
EDRS Price- MF04/PC31 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Networks; *Electronic Publishing; Information Networks; *Newsletters; *Scholarly Journals
IDENTIFIERS- *Electronic Journals; Internet; *Listservs; *Scholarly Communication

This directory is a compilation of entries for nearly 2,500 scholarly discussion lists and 675 electronic journals, newsletters, and related titles such as newsletter-digests, available on the Internet. Instructions are provided for accessing each publication. Part 1 is an introduction to electronic scholarly publications, followed by the articles and bibliographies: "First Steps Toward Electronic Research Communication" (Paul Ginsparg); "Serials in Cyberspace: Collections, Resources, and Services On the Networks" (Birdie MacLennan); "Network-Based Electronic Publishing of Scholarly Works: A Selective Bibliography" (Charles W. Bailey, Jr.); and "Online Newspaper Services" (Steve Outing). Part 2 lists journals and newsletters in alphabetical order, and the entries contain the following information: whether or not it is free; formats; distribution methods; frequency; subscription/access information; back issues; contact information; submissions; URL (Uniform Resource Locator); related list, if any; and issuing agency. In addition, journal entries provide ISSN number, first issue, and A/I (abstracting and indexing) services. Scholarly lists are grouped by the following broad subject areas: education and library and information science; humanities; social sciences; biological sciences; physical sciences; business, economics, publishing and news; and computer science; social, cultural, and political aspects of computers; academic computing support. Part 3 contains information about academic discussion lists and interest groups; entries provide subscription/access information, existence of an editor and archives, moderator name and e-mail address, subscription address, and issuing agency, if any. Part 4 is an index of keywords, titles, and institutional affiliations. (MAS)

ED 383 636 SO 025 015

Sloan, Stanley R.
Conventional Arms Control and Europe's Future. Headline Series No. 287.
PUB DATE- 88
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Armed Forces; Conflict; Diplomatic History; *Disarmament; Foreign Countries; *Foreign Policy; *Global Approach; International Cooperation; International Law; *International Relations; *Peace; Political Science; Secondary Education; *Treaties; War; World Affairs; World History; *World Problems
IDENTIFIERS- Europe

This brief issues booklet provides basic information about the arms control issue in Europe, as of 1988. The table of contents includes the following: (1) "Trying Again"; (2) "Prelude to Arms Control"; (3) "The First Attempts: MBFR (Mutual and Balanced Force Reductions) and CSCE (Conference on Security and Cooperation in Europe); (4) "CAFE (Conventional Armed Forces in Europe): The Political and Military Environment"; (5) "The Future of Conventional Arms Control"; and (6) "Western Concerns and Options." A list of discussion questions, an annotated reading list, and a key to abbreviations also are included. A map of the region and several tables highlight the booklet. (EH)

ED 383 256 HE 028 369

Kaplin, William A.; Lee, Barbara A.
The Law of Higher Education: A Comprehensive Guide to Legal Implications of Administrative Decision Making. Third Edition. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 95
NOTE- 1,024p.; For second edition, see ED 266 720.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Civil Law; Colleges; Court Litigation; Educational Legislation; Faculty College Relationship; Federal Government; Government Role; Government School Relationship; *Higher Education; Laws; Legal Responsibility; Local Government; School Business Relationship; School Community Relationship; School Law; State Government; Student College Relationship; Trustees; Universities

IDENTIFIERS- Legal Information; Legal Precedents; *Legal Reference Materials; Legal Rights; Legal Status; Legal Structures

This volume is the third edition of a comprehensive treatment of higher education law and is current through approximately August 1994. The nine chapters are divided into numerous sections and subsections. Chapter 1 provides a framework for understanding and integrating what is presented in subsequent chapters and a perspective for future developments. Chapters 2, 3, and 4 discuss legal concepts and issues affecting the internal relationships among the various members of the campus community and address the law's impact on particular roles, functions, and responsibilities of postsecondary administrators. Chapters 5, 6, and 7 are concerned with the postsecondary institution's external relationships with government at the local, state, and federal levels. They examine broad questions of governmental power and process and particular legal issues arising from the institutions's dealings with governments, and they point out connections between these issues and those explored in earlier chapters. Chapters 8 and 9 also deal with the institution's external relationships, i.e., those with the private sectors. Chapter 8 covers the various national and regional education organizations with which the institution interacts. Chapter 9 covers the myriad relationships that institutions are increasingly entering into with commercial and industrial entities. Includes statute index, case index, and subject index. Each chapter contains an annotated bibliography. (JB)

ED 383 387 JC 950 313

Kiger, Derick M.; And Others
Assessing and Analyzing Student Need at Owens Community College, Academic Year 1993-1994.
PUB DATE- 94
NOTE- 136p.; Shaded bars in tables may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Ancillary School Services; Community Colleges; Library Facilities; *Organizational Effectiveness; Parking Facilities; *Student Attitudes; Student Characteristics; *Student Needs; Student Surveys; Student Unions; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Owens Community College OH

In fall 1993, Owens Community College (OCC), in Ohio, conducted a survey cf 2,277 currently enrolled students to gather data on significant needs and characteristics to inform institutional effectiveness efforts. The survey instrument asked students to rate 76 items grouped into the categories of educational need, professional need, facility/environment need, institutional process/organizational need, and personal need. Completed surveys were received from 1,179 students and indicated the following: (1) college-wide, students ranked facility/environment needs and institutional process/organization needs as most significant; (2) at both OCC's Toledo and Findlay campus, the two highest ranked needs were for classes transferable to four-year colleges and parking facilities; (3) female students on the Toledo campus expressed a greater need for parking facilities, transfer classes, study areas, advertisement of student services, variety of classes, health insurance, and a student union than male students; and (4) minority students on the Toledo campus expressed a greater need for a flexible course schedule and career placement services than did Caucasians. (Appendixes include an institutional effectiveness flowchart; the survey instrument; and tables for both campuses showing results for each need category by gender, race, business/health divisions, industrial/engineering and public service divisions, and student comments.) (KP)

ED 383 405 PS 022 715

Communicable Diseases in Childhood Settings.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 94
NOTE- 7p.; A newsletter of the National Maternal and Child Health Center at Children's Hospital.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Collected Works - Serials (022)

DESCRIPTORS- Acquired Immune Deficiency Syndrome; Child Caregivers; *Child Health; *Communicable Diseases; Community Health Services; *Disease Control; Guidelines; *Health Education; Health Promotion; *Prevention; Special Health Problems
IDENTIFIERS- Child Safety; Office of Maternal and Child Health

This newsletter addresses managing the spread of communicable diseases in childhood settings as well as educational program concerns for children who are HIV infected. Noting that communicable diseases are a source of concern no matter how minor they might appear, the newsletter suggests that it is important for individuals who work with the public to become knowledgeable about the spread of diseases in order to minimize transmission and to educate those with whom they work. Modes of transmission are identified as well as universal precautions used to create barriers between the blood and body fluids of individuals, essential in preventing the spread of communicable disease no matter what the mode of transmission. Those precautions are: (1) using protective equipment such as gloves when coming in contact with blood or body fluids; (2) using puncture-proof containers for contaminated needles and syringes; (3) using disinfectant to combat the infectious agent; (4) discarding disposable articles contaminated with blood in a plastic-lined garbage can; (5) assembling portable first-aid kits; and (6) encouraging care providers to wash their hands with soap and running water for at least 15 seconds. Nine recommendations by the state of Louisiana for educational settings working with HIV positive children are also discussed. A list of 17 resources on AIDS and infectious conditions is included. (AA)

ED 383 516 RC 020 149

'94 in Review: Inter-American Foundation, October 1, 1993 to September 30, 1994.

PUB DATE- 94
NOTE- 57p.; Photographs may not reproduce adequately. For 1993 report, see ED 370 756.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agency Role; *Community Action; *Economic Development; Fellowships; Foreign Countries; *Grants; Higher Education; *International Programs; Program Descriptions; Rural Development; Sustainable Development; *Technical Assistance
IDENTIFIERS- Caribbean; Development Education; *Inter American Foundation; International Aid; *Latin America; Nongovernmental Organizations

This report summarizes 1994 activities of the Inter-American Foundation (IAF), an independent agency of the U.S. government. The IAF promotes equitable, responsive, and participatory self-help development in the Caribbean and Latin America by awarding grants directly to local grassroots organizations, as well as to larger organizations that provide local groups with credit, technical assistance, training, and marketing services. Going beyond direct funding, the IAF has launched special initiatives through which nongovernmental organizations can pressure governments and private businesses to allocate more resources to sustainable grassroots development, and can decrease dependence on foreign aid by drawing on local public- and private-sector resources. Of $24.7 million in new IAF grants, 36 percent supported food and agricultural projects; 25 percent funded education and training; 19 percent supported small enterprise development; and the remainder funded projects related to research and dissemination, ecodevelopment, housing, cultural expression, and health. Educational funding covered such areas as animal husbandry, health education, nutrition, organizational development, business and project management, literacy education, agricultural education, natural resource management, vocational training, bilingual/intercultural education for indigenous peoples, cultural education, teacher education, computer literacy, and instructional materials development. This report briefly describes approximately 330 grants awarded in 1994, provides lengthier descriptions of four model development programs, lists foreign graduate students awarded fellowships to study in the United States, lists fellows and titles of their field research on grassroots development projects, lists IAF publications and videos, and summarizes financial information. Includes many photographs. (SV)

ED 383 576 SE 056 546

The Museum of Solid Waste and Energy.

PUB DATE- Oct 92
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Energy Education; Environmental Education; *Group Activities; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; *Learning Centers (Classroom); *Lesson Plans; Middle Schools; *Museums; Recycling; *Solid Wastes; *Waste Disposal

This activity geared for grades 5-9 involves students in creating museum stations on eight solid waste and energy topics. While working in groups, students present their station topic to other students who are conducting a "museum tour." In doing so participants are encouraged to enhance their reading, writing, public speaking, and artistic skills in a cooperative learning activity. Station topics include solid waste, source reduction, recycling, waste-to-energy, and landfilling. A teaching guide contains information on teacher preparation and 5 days of lesson plans. Students complete a multiple choice energy survey at the end of the lessons (test included). Background information and step-by-step directions for setting up each of the stations is included. (LZ)

ED 383 598 SO 024 832

Weiner, Howard
Enhancing Student Performance in the Social Studies through the Use of Multimedia Instructional Technology. A Practicum Report.
PUB DATE- Jun 94
NOTE- 66p.; Master of Science Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Computer Assisted Instruction; *Computers; Critical Thinking; Educational Media; Educational Technology; Intermediate Grades; Junior High Schools; Locational Skills (Social Studies); Middle Schools; *Multimedia Instruction; *Multimedia Materials

This report describes a social studies skills enhancement program developed and implemented to improve social studies performance in a public middle school (grades 6-8) in the southeastern United States. The targeted group consisted of four males and four females of mixed performance ability in a sixth grade class. The 12-week study focused on on improvement in: (1) vocabulary skills on a pre- and post-test; (2) use of a CD-ROM card catalog, retrieval system, encyclopedia, and word processing software/hardware as measured by a teacher-made pre- and post-Multimedia Instructional Technology Identification and Usage Skills Tests; and (3) critical thinking map skills on a pre- and post-test. The program contained various activities and strategies using multimedia instructional technology for the improvement of these skills. By comparing the results of pretests and posttest, the study's conclusions indicated that all of the program's objectives were met successfully. Appendices include assessment materials and analysis of assessment data. Eight appendices include tables showing pre- and post-test results and a vocabulary skills midpoint test. (EH)

ED 383 673 SP 036 013

Klenowski, Val
Student Self-Evaluation Processes: Empowering Students in Learner-Centered Contexts.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-22. 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; College Faculty; College Students; Evaluation Methods; Foreign Countries; *Informal Assessment; Secondary Education; Secondary School Students; Secondary School Teachers; Self Concept; *Self Evaluation (Individuals); *Student Development; *Student Educational Objectives; Student Evaluation; Student Improvement; *Student Motivation; *Teacher Student Relationship; Two Year Colleges; Vocational Education
IDENTIFIERS- Australia; England

This paper reports on research in student self-evaluation processes. Student self-evaluation requires judgment of the "worth" of one s performance and the identification of strengths and weaknesses with a view to improving learning outcomes. Research was conducted at three sites: an Australian country secondary school; a suburban London (England) further education college; and an inner city high school in London. The study identified two broad types of student self-evaluation processes. The informal processes were integrated into the teaching and learning practice quickly, verbally, and pragmatically. The formal processes were more paper-based with a tangible outcome that was used for evaluating the student s progress. Analysis of both types of self-evaluation identified several elements: use of criteria, teacher-student interactive dialogue, and ascription of a grade. In order for student self-evaluation to take root and flourish, the following supporting factors were found necessary: pedagogical change, a shared value system between students and teachers, and a school-wide evaluation ethic. The constraints on student self-evaluation were lack of time, the paucity of professional development and support for student self-evaluation, and the change process itself. The intended learning outcomes for students included: independence in their learning, responsibility for decision making related to assignments, proactivity, and creativity in taking charge of their own work. The findings of the research indicated that despite the constraints mentioned, where student self-evaluation was implemented and supported, it was possible to see an empowering impact on students. (Contains 11 references.) (ND)

ED 383 297 IR 017 152

Ertmer, Peggy A.; And Others
Reflective Self-Regulation as a Facilitative Factor in Learning from Case-Based Instruction.
PUB DATE- 95
NOTE- 21p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Biochemistry; Case Studies; Comparative Analysis; *Graduate Students; Higher Education; Information Sources; *Instructional Effectiveness; Interviews; *Learning Motivation; Qualitative Research; *Self Control; *Teaching Methods; *Veterinary Medical Education
IDENTIFIERS- *Case Based Learning

This exploratory study integrated information from quantitative and qualitative data sources to highlight how different students responded to, and learned from, case-based instruction. Fifty-eight first-year veterinary students, enrolled in a biochemistry laboratory course which utilized case studies as one of the primary methods of instruction, participated in the study. Quantitative data, gathered from students' pre-course performances on two learning inventories, were used to classify students according to their initial levels of self-regulation. By identifying those students who fell at both ends of the inventory scales, comparisons could be made between different types of learners. Nine students, representing high and low self-regulators, were interviewed at three different times during the semester to explore initial and changing responses to case-based instruction. Using a constant comparative method of analysis, an analytical framework was developed which identified critical factors which seemed to facilitate, or limit, students' ability to learn from this method. (Contains 31 references.) (Author/AEF)

ED 383 369 JC 950 293

Rendon, Laura I.

Facilitating Retention and Transfer for First Generation Students in Community Colleges.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 1 Mar 95
NOTE- 13p.; Paper presented at the New Mexico Institute, Rural Community College Initiative (Espanola, NM, March 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Access to Education; Community Colleges; *Diversity (Institutional); Educational Improvement; Hispanic Americans; *Minority Groups; *Multicultural Education; *Nontraditional Students; *School Holding Power; *Student Attrition; Transfer Students; Two Year Colleges; Two Year College Students

In general, students attending two-year colleges are nontraditional students; i.e., first-generation, studying part-time, employed while attending college, from lower socio-economic status (SES) levels, or having poor high school achievement records. Attrition rates for first-semester two-year college students have been estimated at over 67%, with attrition highest for nonwhite students and those with low SES. Two critical phases affect the retention of first-semester students: making the transition to college and making connections in college. The first phase can be especially difficult for those students who are the first in their families to attend college, as they must often deal with changing identities, being perceived as different, leaving old friends behind, breaking family codes of unity and loyalty, and living between two worlds. Further barriers to retention can be student related (e.g., low SES, poor academic preparation, or a lack of clear goals) or institution-related (e.g., a eurocentric curriculum, lack of faculty involvement with students, or a campus climate perceived as racist or indifferent). Efforts at restructuring community colleges to increase nontraditional student retention should keep culturally diverse learners at the center of restructuring; create conditions for optimal learning, focusing on collaborative learning and infusing the curriculum with multicultural perspectives; diversify faculty and staff; and designate transfer as a high institutional priority. (KP)

ED 383 425 PS 023 198

Otto, Beverly; Johnson, Linda
Let's Read Together: Parents and Children in the Preschool Classroom.

PUB DATE- Feb 94
NOTE- 13p.; Paper presented at the Chicago Metro Association for the Education of Young Children Conference: "Focus on Feelings" (Chicago, IL, February 3-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Low Income Groups; *Oral Reading; Parent Child Relationship; *Parent Participation; Parents as Teachers; *Preschool Children; *Preschool Education; Program Effectiveness; Reading Aloud to Others; *Reading Programs; *Story Reading
IDENTIFIERS- Emergent Literacy

A parent-child reading project was implemented in an urban child-parent center classroom for 4-year-olds. Although the children represented a variety of ethnic and cultural groups, they all came from families of limited economic resources. The purposes of this project were to emphasize the importance of shared storybook experiences at home and at school, and to provide opportunities for parents and children to increase the frequency of shared storybook experiences. Planning the project involved establishing a classroom lending library and scheduling times for parents to come to share books with their children in the classroom. The outcomes that resulted from establishing the lending library were: parents assisting their children in returning and checking out books; parents taking the initiative to sew book bags and illustrate them; and parents donating books. Children's interest in reading, their listening skills, and their vocabulary increased as a result of parents reading aloud to them in class. Monologue, Echo Reading, and Dialogue were the three distinct reading styles identified from analyzing videotapes of parent read-alouds. Each of these approaches was effective in keeping children engaged in the storybook experience. Results indicate that parent-child reading programs can encourage partnerships between parents and teachers to enhance the literacy development of their children. (BAC)

ED 383 499 RC 020 084

Reeder, Richard J.; Jansen, Anicca C.

Rural Government--Poor Counties, 1962-87. Rural Development Research Report Number 88.

PUB DATE- Feb 95
NOTE- 36p.; Maps may not reproduce adequately.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Counties; *Educational Finance; Elementary Secondary Education; *Expenditures; Federal Aid; *Financial Problems; *Local Government; Poverty; Public Sector; *Rural Areas; Rural Development; Rural Education; Trend Analysis

During the 1960s, many rural local governments were believed to provide inadequate government services, which hindered rural development. Rapid growth in government spending has reduced the incidence of government poverty from 78 percent of nonmetropolitan counties in 1962 to only 7 percent in 1987. Those counties still government-poor in 1987 spent only 61 percent of the average for all nonmetro counties. Relatively few nonmetro counties are substantially short on public services such as health, education, road maintenance, and police protection. However, government poverty continues to be a significant problem in totally rural areas, in the South Central part of the country, and in retirement and low-income counties. When expressed in real dollars per capita, the spending gap between government-poor and average nonmetro counties grew substantially more for education than for sewage and sanitation, and highways and transportation. However, when expressed in percentage terms, government-poor counties' spending on education still appears closer to the nonmetro average than spending on the other functions examined. The relatively better performance in education may be due to court-imposed legislation to equalize school financing that increased state aid to education, and due also to federal aid to poor school districts. The document contains several tables and figures. An appendix on regression analysis includes a discussion of conceptual problems in relating results to the current national policy debate. (KS)

ED 383 554 SE 056 288

South Carolina Mathematics Framework.

PUB DATE- Nov 93
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Support; Elementary Secondary Education; *Instructional Materials; *Mathematics Curriculum; *Mathematics Instruction; *Professional Development
IDENTIFIERS- *Reform Efforts; *South Carolina

This document presents a South Carolina statewide consensus of what children are expected to know and be able to do in mathematics and the changes necessary in the education system to support what teachers and students do every day in the classroom. Chapter titles are: (1) "A Vision for Change"; (2) "Learning and Teaching Mathematics"; (3) "K-12 Mathematics Curriculum"; (4) "Instructional Materials"; (5) "Assessment"; (6) "Professional Development of Teachers of Mathematics"; and (7) "Essential Support Systems," including administrators, school boards, parents, business and industry, elected officials, and the media. Appendices contain the K-12 mathematics curriculum standards by content strands and the South Carolina Chamber of Commerce Education study. (Contains 43 references.) (MKR)

ED 383 618 SO 024 977

Barton, Keith C.; Smith, Lynne A.
Historical Fiction in the Middle Grades.
PUB DATE- Nov 94
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 1994).

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Literature; *European History; Global Approach; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Literature; Middle Schools; *Modern History; Thematic Approach; *World History; World War II
IDENTIFIERS- *Historical Fiction; *Holocaust

This research presents finding from a preliminary study of the use of historical fiction in the middle grades. Focusing on historical fiction related to World War II and the Holocaust, the researchers sought to examine the factors that influenced teachers' decisions to implement historical fiction in their classrooms and students' responses to its use. Through observation in classrooms, in-depth interviews of the two teacher participants, and interviews of 14 student participants, the data gathered suggests that greater use of historical fiction in the middle grades is warranted, but that such use depends on more extensive and more flexible access to materials and continued teacher training in the use of groups. Problems of scheduling, lack of available materials, reading levels of materials, and discomfort in allowing students to work in literature response groups are cited. Suggestions for classroom materials are included. (EH)

ED 383 637 SO 025 016

Schaufele, William E., Jr.
Polish Paradox: Communism and National Renewal. Headline Series 256.
PUB DATE- Oct 81
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Catholics; *Communism; Conflict; Diplomatic History; Foreign Countries; *Foreign Policy; Global Approach; Higher Education; International Cooperation; International Law; *International Relations; *Peace; Political Science; Secondary Education; World Affairs; World History; *World Problems
IDENTIFIERS- *Poland

This brief issues booklet provides basic information about the role of the Catholic Church in Poland, the erosion of Communist party leadership over the past year (as of 1981), the rise of the Solidarity Union and the economic problems plaguing the Polish people. An introduction is followed by the following sections: (1) "History of a Millennium"; (2) "Communist Poland"; (3) "Solidarity"; (4) "Church, Farm, and Freedom"; (5) "Poland between East and West"; and (6) "1981 and Beyond: A Personal Epilogue." A list of discussion questions and an 11-item reference list conclude the booklet. (EH)

ED 383 655 SP 035 989

Lemlech, Johanna K., Ed.

Becoming a Professional Leader.

PUB DATE- 95
NOTE- 233p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Case Studies; College School Cooperation; Elementary School Teachers; Elementary Secondary Education; English (Second Language); *Faculty Development; Higher Education; Language Teachers; *Leadership; *Leadership Qualities; Leadership Responsibility; *Leadership Training; Partnerships in Education; Professional Development Schools; Secondary School Teachers; *Teacher Role; *Teaching (Occupation)
IDENTIFIERS- *Professionalization of Teaching

This book is about teacher-leaders who work in schools, universities, district and county offices, and other educational institutions and who serve as consultants, mentors, principals, project leaders, and teacher educators. The professional model of teaching emphasizes the role of teachers as informed, responsible decision makers, grounded in the intellectual knowledge of teaching, who interact with colleagues ethically and respectfully. The book is divided into two parts, "The Road to Professionalism" and "Means To Actualize Professional Roles." Part 1 contains an introduction by Johanna K. Lemlech, and the following chapters: (1) "Leadership and Professionalism" (Johanna K. Lemlech); (2) "Issues Affecting Leadership and Professionalism" (Johanna K. Lemlech); (3) "Putting It Together: A Constructivist Perspective on School Leadership" (Peter Hodges); and (4) "Taking the Lead from Teachers: Seeking a New Model of Staff Development" (Mitzi Lewison). Part 2 contains the following chapters: (5) "Teacher Research" (Laurie MacGillivray); (6) "The Professional Teacher in a School-University Partnership" (Hillary S. Hertzog); (7) "The Staff Development Course Leader: A New Professional Role for the Classroom Teacher" (Scott M. Mandel); and (8) "Building New Professional Roles" (Johanna K. Lemlech). An appendix contains an excerpt from a case study of a secondary English-as-a-Second Language teacher, "Say Yes to Teacher Innovation and Leadership: A Case Study of a Successful ESL Teacher-Leader." (Jane S. Hancock). Each chapter contains a bibliography. (ND)

ED 383 237 FL 800 989

Auerbach, Charles
Chase and NYANA: A Partnership To Remove Barriers to Job Performance 1993-94. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 95
NOTE- 349p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Banking; Communication Skills; *Finance Occupations; Interpersonal Communication; *Limited English Speaking; Literacy Education; Program Descriptions; Program Evaluation; *Public Relations; Second Language Instruction; Skill Development; Student Characteristics; *Vocational Adjustment; *Vocational English (Second Language); Work Environment
IDENTIFIERS- Chase Manhattan Bank NY; New York Association for New Americans Inc; Workplace Literacy

A workplace literacy program implemented cooperatively by the New York Association for New Americans, Inc. (NYANA) and Chase Manhattan Bank is reported. The federally-funded project provided individualized communication workplace behavior and skills training in English as a Second Language for 30 limited-English-proficient bank employees working in positions with customer contact or direct supervisory responsibilities. The final performance report contains an external evaluation report, a summary of project accomplishments, program schedules, and characteristics of program participants and describes activities for dissemination, institutionalization, evaluation, and staffing. The substantial appended materials include the curriculum (narrative and unit outline), notes on teacher training (narrative and workshop agendas), staff and faculty curricula vitae, samples and forms for individualized educational plans, notes on program activities, articles concerning the program that appeared in the media, and program evaluation instruments. It is concluded that all the program objectives were fully realized, despite some major organizational and technological changes occurring during the period of the project. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 383 278 HE 028 391

Gaither, Gerald; And Others

Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 95

NOTE- 4p.; For the full report see HE 028 392.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Accountability; *College Outcomes Assessment; *Colleges; Educational Policy; *Educational Quality; Government Role; Higher Education; *Institutional Evaluation; Outcomes of Education; *Performance Factors; Productivity; *Universities

IDENTIFIERS- ERIC Digests; *Performance Indicators

This digest discusses the development and implementation of performance indicators in higher education, focusing on the factors driving increased demand for accountability in higher education and the use of performance indicators. It discusses the public and political concern for increased emphasis on undergraduate education, productivity, accountability, and quality assessment at colleges and universities in the United States and other countries, in light of educational retrenchment and budgetary constraints. The report concludes by discussing possible future trends in the use of performance indicators by governments and institutions to promote productivity, accountability, and quality in higher education. (Contains 6 references.) (MDM)

ED 383 317 IR 017 172

Law, Michael P.; And Others

Developing Electronic Performance Support Systems for Professionals.

PUB DATE- 95
NOTE- 8p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139. Figure may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Assisted Testing; Educational Assessment; *Evaluation Methods; Teacher Education
IDENTIFIERS- *Alternative Assessment; *Performance Support Systems

This paper discusses a variety of development strategies and issues involved in the development of electronic performance support systems (EPSS) for professionals. The topics of front-end analysis, development, and evaluation are explored in the context of a case study involving the development of an EPSS to support teachers in the use of alternative assessments. Strategies and concepts such as rapid prototyping, formative experimentation, usability, and socio-technical perspectives are highlighted. EPSS developers utilize principles found in instructional systems, software engineering, performance technology, and formative experimentation to develop an effective system for teachers. By making usability a goal and focusing on the social, organizational, and cultural factors that influence how work is performed by professionals in a specific work context, developers increase the likelihood of developing effective EPSSs that support the people and organization in meeting their goals. A figure illustrates the system prototype. (Contains 20 references.) (Author/MAS)

ED 383 334 IR 017 189

Rumbaugh, Sheila; Hsun-Fung Kao, Kitty

A Media Director and His Leadership: An Ethnographic Pilot Study.

PUB DATE- 95
NOTE- 8p.; In: Proceedings of the 1995 National Convention of the Association for Educational Communications and Technology (AECT) (17th, Anaheim, CA); (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Communication (Thought Transfer); Decision Making; Department Heads; *Educational Media; Elementary Secondary Education; *Ethnography; *Leadership Qualities; Pilot Projects; Public Schools; Theory Practice Relationship

This ethnography explores the leadership qualities of a public school district media director, the person who "orchestrates" the use of technology. Using observation, interviews, and artifact analysis, the following questions were investigated: (1) What are the beliefs and values which underlie this media director's decisions?; (2) What are the recurring events and practices of the media director?; (3) What are the relationships a media director must cultivate?; (4) What are the day-to-day encounters of a media director?; and (5) What are the leadership qualities of this media director? Data were analyzed and categorized into issues which describe the interrelatedness of theory and the decision-making and actions of the media director. The themes of the discussion are: "Leadership: Lead, Follow, or Please Retire!" and "Communication: The Way I Hear It." (Contains 11 references.) (MAS)

Guide to Education: Senior High School Handbook.
PUB DATE- 95
NOTE- 144p.; For ECS to Grade 9 Handbook, see PS 023 222.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Educational Policy; Foreign Countries; Graduation Requirements; *High Schools; Outcomes of Education; Program Guides; Secondary Education; Student Needs
IDENTIFIERS- Alberta; Canada

Noting that Alberta's education system must focus on what all students need to learn in order for them to participate in an economy and a society undergoing fundamental changes, this handbook reflects the initiatives and directions outlined in the business plan for the future of education in Alberta. All changes to Alberta Education requirements contained in this document are effective the first day of the 1995-96 school year. The guide serves to: (1) identify program requirements specified by Alberta Education; (2) provide information about learning expectations, education delivery, and achievement standards for students enrolled in senior high schools; and (3) communicate information useful in organizing and operating senior high schools to meet the needs of students. The Mission and Mandate section of the handbook defines basic education, addresses the learning expectation for senior high school students, and describes the graduation requirements students will need to meet over the course of their senior high school education. The section Program Planning discusses senior high school programming and information regarding various courses and programs. The Program Administration section describes: (1) the School Act; (2) the Alberta Education Policy Regulations and Forms Manual; (4) guides to education and bulletins; (5) instructional delivery; (6) course credits; (7) student placement and promotion; (8) student achievement in senior high school subjects; and (9) special provisions. The last section, Resources and Services, lists and describes learning resources for students and teachers, and includes significant addresses. (BAC)

ED 383 463 PS 023 359

Borger, Jeanne; And Others

Illinois Initiatives for Educational Reform: Evaluation of the 1993 State Prekindergarten Program. Research, Evaluation & Planning Report.

PUB DATE- Nov 94

NOTE- 84p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Child Health; Cognitive Development; *Compensatory Education; Emotional Development; *High Risk Students; *Parent Education; Parents as Teachers; *Parent Student Relationship; Parent Workshops; Physical Development; *Preschool Education; Program Effectiveness; Program Evaluation; Public Schools; *School Readiness; Screening Tests

IDENTIFIERS- *Chicago Public Schools IL

This report evaluates the Chicago Public Schools' 1992-93 Prekindergarten Program for 3- to 5-year old children at risk of academic failure. During the 1992-93 academic year, the State Prekindergarten Program served 10,735 3- and 4-year-olds at 286 sites throughout the city. The report describes and evaluates the program's four components: (1) a screening component to identify eligible children; (2) an educational component to prepare at-risk preschool children for success in school; (3) a health component to stimulate and encourage growth in physical health and ability; and (4) a parent component to involve parents in the education of their children and assist them in obtaining the necessary services to provide for their family's welfare. In the context of the particular components, the report describes the program's identification procedures to document at-risk children; educational intervention consisting of experiences designed to promote positive self-image and learning through growth in cognitive functioning, language and communication skills, social-emotional awareness, and physical health and ability; and a planned program of parent activities, including classroom volunteer opportunities, parent meetings, workshops, field trips, and health and social support services. (AA)

ED 383 482 PS 023 423

Chaskin, Robert J.; Hawley, Theresa
Youth and Caring: Developing a Field of Inquiry and Practice. A Report of a Lilly Endowment Research Grants Program.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; *Altruism; Annotated Bibliographies; Cultural Differences; Disadvantaged Youth; Moral Development; *Prosocial Behavior; Public Policy; Quality of Life; Sex Differences; *Socialization; *Youth; Youth Agencies
IDENTIFIERS- *Adult Child Relationship; *Caring; Lilly Endowment

The Lilly Endowment's Research Grants Program on Youth and Carin explored the concept of caring, with the intention of effecting changes in settings and practices. This report is meant to give a brief account of the genesis and development of the Program, summarize the issues raised and findings gleaned from the research and investigation, and serve as a working resource for researchers, practitioners, funders, and policymakers interested in youth and caring. The introduction offers a brief exploration of the Program's conceptual foundations and a historical outline of its development. Part 2 presents a broad overview and synthesis of the work funded under the Program. The projects are grouped by research focus and the review attempts to distill the major thematic concerns of the Program and draw out the central issues raised and lessons learned. Part 3 reviews the themes raised by the papers commissioned by the Endowment to more thoughtfully map out the issues that might help define a field of inquiry and practice around caring. Each paper is summarized as part of this review. Part 4 is a sizable bibliography, partially annotated, which offers an integrated, multidisciplinary set of references related to caring. Appendixes list the grantees and the members of the Youth and Caring Advisory Committee. (AA)

ED 383 577 SE 056 559

Wanless, Angie, Comp.; And Others
Guide for Planning a High School Environmental Action Conference.
PUB DATE- 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizen Participation; *Conferences; Environmental Education; *High Schools; *Organization; *Planning; Student Participation; *Student Projects
IDENTIFIERS- *Environmental Action; Environmental Issues

The purpose of this manual is to provide guidelines and suggestions for people organizing an environmental action conference for high school students. The format and planning suggestions are based on the methods used for a conference organized by the Wisconsin Center for Environmental Education in 1991. The bulk of the manual provides structure and detail on the various committees needed to plan and conduct the conference. Each committee chapter has three sections: (1) describes committee duties; (2) contains a checklist based on the previous sections; and (3) recommends a time line. Committee chapters include: conference coordinator, steering committee, public relations committee, site committee, program committee (concerning presenters and exhibits), special events (concerning entertainment and door prizes), and registration committee. Other issues discussed in the manual include planning considerations (developing a goal, theme, and objectives) and establishing a timeline. Appendices contain sample budgets, programs, news releases, volunteer duties, conference evaluation form, call for presenters and exhibitors form, list of potential presenters, and registration form. (LZ)

ED 383 352   IR 055 525

Emery, Charles D.
Buyers and Borrowers: The Application of Consumer Theory to the Study of Library Use.
PUB DATE- 93
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Behavior Patterns; *Consumer Economics; Higher Education; Hypothesis Testing; *Library Circulation; *Library Research; Mathematical Models; Users (Information); *Use Studies
IDENTIFIERS- User Groups

Using Ehrenberg's application of mathematical models to the analysis and prediction of repeated buying patterns of consumers, this study focuses on the concept of library use as a form of consumer behavior. The following hypotheses were tested: designated library user groups will tend to exhibit stable behavioral patterns with respect to the library; these behavioral patterns will be found to be similar to those identified with respect to the consumption of frequently bought products; and the NBD (negative binomial distribution) model can be used as a reliable predictor of the repeat use behavioral patterns of library users. In a comparative study, the borrowing activity of faculty, postgraduate students, and university support staff at Cranfield Institute of Technology (England) and the University of Waterloo (Ontario, Canada) was analyzed through the collection and analysis of library transaction data over a 4-week period. Findings indicated that: (1) In both long- and short-term studies at Cranfield and Waterloo, clearly defined and consistent patterns of behavior emerged. These patterns relate not only to the degree to which each segment of the user community borrows material, but also to the types of material that the users affiliated with a particular department or discipline tend to use; (2) There are significant similarities between the behavior of library borrowers and behavior identified in numerous consumer research studies of repeated buying; and (3) The NBD repeat buying model provides a close fit between its theoretical predictions and the observed behavior of library borrowers. Eleven figures and 46 tables illustrate the study. (Contains 66 references.) (MAS)

ED 383 555 SE 056 296

Project 2000 . International Forum on Scientific and Technological Literacy for All (Paris, France, July 5-10, 1993). Final Report.
PUB DATE- Jul 93
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Proceedings (021)
DESCRIPTORS- *Developed Nations; *Developing Nations; Economic Development; *Educational Change; Evaluation; Foreign Countries; *Science Education; *Scientific Literacy; Teacher Education; Teaching Conditions; *Technology Education

The purpose of the forum was to establish an agenda for action, supporting steps that individuals, institutions, organizations, and governments can take together in working to reform and revitalize science and technology education at all levels. This report contains the comments of some 50 speakers and attempts to capture the essence of the wide range of ideas and suggestions discussed. Summaries of six Focus Area Group discussions address the following topics: (1) the nature of and the need for scientific and technological literacy for all; (2) scientific and technological literacy for development; (3) the teaching and learning environment; (4) teacher education and leadership; (5) assessment and evaluation; and (6) non-formal and informal development of scientific and technological literacy. Discussion is outlined for the following regional groups: Africa, Arab States, Asia and Pacific, Europe and North America, Latin America, and Small Island States. The Project 2000 Declaration is included in the report. Appendices contain the Forum programme; opening addresses by Federico Mayor and M. Georges Laforest; plenary addresses by T. Odhiambo and Jacques-Yves Cousteau; a participants list; and a list of documents produced. (LZ)

ED 383 599 SO 024 836

Parker, Walter C.

"Advanced" Ideas about Democracy: Toward a Pluralist Conception of Citizenship Education.

PUB DATE- 94
NOTE- 29p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizen Role; Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; Community Attitudes; Cultural Awareness; *Cultural Pluralism; *Democracy; *Democratic Values; *Freedom; Global Education; Social Values

This paper suggests that the concept of "democratic citizenship education" must be expanded and deepened. The conventional conception excludes the key ideas of the social and cultural dimensions of citizenship and the central tension of social life--unity/difference. The paper features the following areas: (1) "Essentially Contested Concepts"; (2) "The Dominant Conception of Citizenship Education: Difference as Dissolution"; (3) "'Advanced' Ideas about Democracy"; and (4) "Conclusion." Ideas promoted as "advanced" include path/accomplishment and pluralism/assimilation. Historical examples and literature are used to support the points raised for consideration. Contains 63 references. (EH)

ED 383 257   HE 028 370

Guidelines for Effective University Teaching.

PUB DATE- Apr 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *College Faculty; *College Instruction; Courses; Department Heads; Departments; Educational Environment; Educational Quality; Faculty College Relationship; Foreign Countries; Higher Education; *Institutional Environment; Institutional Role; *Instructional Effectiveness; Learning; Student Evaluation; Teacher Effectiveness; Teaching Methods; Universities
IDENTIFIERS- *Australia

This publication prsents guidelines for effective higher education instruction based on research into teaching and learning, on good practices, and on criteria used in teaching awards and in tenure and promotion procedures. Section 1 addresses university teachers and effective teaching practice and includes a list of seven specific practices for student learning, six effective practices for student assessment, and twelve effective practices for subject management. Section 2 looks at how departments can encourage effective teaching. Suggestions include the role of the department head in creating a learning environment for students, fostering a departmental climate where scholarship and inquiry are expected and where teachers reflect on and monitor how their teaching enhances student learning, and encouraging a high standard of courses and subjects offered through the department. Finally, Section 3 describes how institutions can value teaching through an institutional ethos and climate that can influence the status of teaching and the quality of the students' learning environments. Also included are 15 specific suggestions for ways that institutional commitment to the priority of the teaching can be shown. An attachment offers guidelines for quality assurance in course development and review. (JB)

ED 383 388 JC 950 314

Kiger, Derick M.; And Others
The Graduate Follow-Up Study, 1993-1994.
PUB DATE- 94
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Certification; *Community Colleges; *Education Work Relationship; Graduate Surveys; *Outcomes of Education; Outplacement Services (Employment); *Participant Satisfaction; *Salaries; School Effectiveness; Student Attitudes; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Graduate Attitudes; Owens Community College OH

In fall 1994, Owens Community College (OCC), in Ohio, conducted a follow-up study of all 956 graduates from 1993-94 to determine their level of educational satisfaction, employment status, and other background information. Completed surveys were returned by 664 of the graduates, for a response rate of 70%. Survey results included the following: (1) respondents were 95.6% Caucasian, 63% female, and 62% were older than 25; (2) 94.9% indicated that they were satisfied with their education at OCC and 87.4% were satisfied with college facilities; (3) 85.9% agreed that they were a more valuable employee because of their education; (4) 91.7% of the graduates were employed, with 81.8% of these employed full-time; (5) for graduates employed full-time, 10.7% earned less than $13,000, 31.6% earned between $13,000 and $20,999, 36.9% earned between $21,000 and $28,999, and 20.7% earned $29,000 or more; (6) 79.7% of graduates stated that their employment was related to their program of study; (7) 74.8% were not in their current position prior to their enrollment at OCC; (8) only 7.7% indicated that the OCC Placement Office was instrumental in securing their job; (9) 21.6% were currently continuing their education; (10) 68% had been certified or licensed in their field since graduating; (11) 62% would be interested in taking classes at OCC in the future; and (12) 95.1% would recommend the college to others. Extensive data tables are included. An institutional effectiveness flowchart and the survey instrument are appended. (KP)

ED 383 406 PS 022 803

The Annual High/Scope Registry Conference Proceedings (8th, Ypsilanti, Michigan, May 4-7, 1994).

PUB DATE- 94
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Active Learning; *Classroom Techniques; Computer Uses in Education; Conflict Resolution; Early Childhood Education; *Educational Attitudes; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Gifted; Group Instruction; Holidays; Intergenerational Programs; Language Usage; Literacy; Mixed Age Grouping; Multicultural Education; Music Activities; Outcomes of Education; Parent School Relationship; Politics of Education; Program Implementation; Special Needs Students; Talent; Teacher Education; Teacher Evaluation; Teacher Student Relationship; *Teaching Methods; Values Education
IDENTIFIERS- *High Scope Model; Portugal; Romania

These conference proceedings provide summaries of 84 presentations on various aspects of the High/Scope active learning approach for high-risk students, as well as related topics. Topics addressed include active learning, music education, language role, portfolio assessment, teacher training, special needs students, High/Scope in Portugal, proposal writing, adolescent programs, training family child care providers, family literacy, character education, cross cultural studies, teacher evaluation, group instruction, multi-age settings, implementing High/Scope programs, conflict resolution, multicultural education, computer uses in education, adult-child interaction, child observation records, holiday celebrations and the dilemma of inclusion, classroom communities, parent-school relations, child individualized education plans, gifted and talented children, the politics of early childhood programs, literacy-based activities, anecdotal record-keeping, early childhood programs in Romania, active learning across generations, and outcomes-based education. (MDM)

ED 383 500 RC 020 088

Petro, Janice Rose; And Others
On the Move: Migrant Education 1992-93.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- Dec 94
NOTE- 29p.; Front and back covers may not copy adequately due to toner streaks.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Agency Cooperation; *Educational Objectives; Elementary Secondary Education; Enrollment; Health Programs; *Migrant Education; Parent Participation; Preschool Education; Program Evaluation; Summer Programs
IDENTIFIERS- *Colorado; Migrant Student Record Transfer System

During the 1992-93 school year, 13 local migrant education projects, conducted by 5 Colorado school districts and 8 boards of cooperative educational services, served 2,233 migrant students in 326 Colorado schools. In the summer of 1993, 13 migrant education projects served 2,714 students in 15 schools. Federal funds in the amount of $2,303,388 were expended on local program operations, administration, summer health services, and the Migrant Student Record Transfer System (MSRTS). Primary areas of instruction during the regular year were reading, English for second-language learners, language arts, and mathematics. In the summer, instructional areas expanded to include vocational and career education, dental instruction, physical education, health education and safety, arts and crafts, swimming, social studies, music, and science. Students in need also received support services. The report contains information on staff, parent involvement, and coordination with other agencies. Program evaluation showed strong support for MSRTS and the summer migrant health program. Student achievement was measured with norm-referenced and criterion-referenced tests and credits earned through PASS (Portable Assisted Study Sequence). Although not all program objectives were met, reading and mathematics programs overall were effective in improving the achievement level of participants. The document contains goals for the 1993-94 school year and recommendations for future migrant programs. (KS)

ED 383 517 RC 020 160

Patterson, Lotsee; Snodgrass, Mary Ellen

Indian Terms of the Americas.

PUB DATE- 94
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *American Indian Culture; *American Indian History; American Indian Languages; American Indians; American Indian Studies; *Definitions; Dictionaries; *Tribes
IDENTIFIERS- Native Americans

This book defines a variety of terms from Native American history and represents a compendium of vocabulary, people, places, and events. The alphabetized, illustrated text includes names for Indian objects such as pirogues, prayer sticks, kayaks, dumas, and medicine bundles; methods of doing things, such as stone boiling, diapering babies, healing a sunburn, and fletching arrows; and names of significant people, places, and events, such as Bright Eyes, Datsolali, and Wounded Knee. Each entry begins with the term as most commonly designated and, in most instances, a pronunciation guide and variations of form or spelling. Dates, time periods, and places are noted when applicable, followed by definitions, examples, and illustrative sentences denoting how the term might be used in actual conversation, speeches, letters, journal entries, songs, prayers, or myths. Numerous cross-references provide additional or corroborating information. Unique features of the book are its wide coverage of tribes; emphasis on home, family, and community activities and interests; inclusion of little-known

females as a balance to the many well-known males; consideration of the use of nature for medicines, food, and animistic worship; discussions of connections among Indians, Blacks, and Hispanics; and de-emphasis of militarism. Includes a guide to vowel sounds, a list of sources, a subject index, a general index, and many illustrations. (LP)

ED 383 535 SE 055 766

Sarquis, Jerry L.; And Others
Teaching Chemistry with TOYS. Activities for Grades K-9.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 320p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Chemistry; *Educational Games; Elementary Secondary Education; Learning Activities; *Science Activities; Science Education; Science Process Skills; *Toys; Worksheets
IDENTIFIERS- Hands on Science

This document is a collection of some of the chemistry activities used in the Teaching Science with TOYS professional development program for teachers. The TOYS activities have been compiled into this document as a resource for teachers who want to use toy-based physical science activities in the classroom. The activities do not assume any particular prior knowledge of physical science and complete activity explanations are included. Three main sections of the book are: introductory material, toy-based chemistry activities, and the appendices containing activities indexed by key process skills and topics, and an alphabetical listing of activities. The activities are divided into three grade-level groupings: K-3, 4-6, and 7-9 and each activity contains the following sections: key science topics, student background, key process skills, time required, materials, safety and disposal, getting ready, procedure, variations and extensions, explanation, cross-curricular integrations, further reading, contributors, and handout master. (MKR)

ED 383 619 SO 024 978

Women's Educational Equity Act. A Review of Program Goals and Strategies Needed. Report to Congressional Requesters.

PUB DATE- Dec 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Affirmative Action; *Civil Rights; Educational Opportunities; *Equal Education; *Equal Protection; Females; Feminism; Justice; *Sex Discrimination; *Sex Fairness; *Womens Education; Womens Studies
IDENTIFIERS- *Womens Educational Equity Act

This report reviews the U.S. Department of Education's Women's Educational Equity Act (WEEA) Program. First authorized by Public Law 93-380, the Education Amendments of 1974, this program awards grants and contracts to eligible recipients for interventions to: (1) provide educational equity for women; (2) help educational institutions meet the requirements of Title IX of the Education amendments of 1972 prohibiting sex discrimination in all educational institutions receiving federal funds; and (3) provide educational equity for women and girls who suffer multiple discrimination based on sex and on race, ethnic origin, disability, or age. There are four basic questions addressed in the report: (1) What interventions were implemented, by whom, for what audiences, and at what costs, and did these activities continue beyond the grant period?; (2) Did these activities hold promise of promoting educational equity for women, and did they reflect the requirements of the legislation?; (3) How was information about the interventions disseminated, and what lessons do these activities hold for future efforts to spread information widely in this field?; and (4) How did changes in program administration affect the ability of the WEEA Program to achieve its legislative purposes? This study reviews activities funded under WEEA between 1986 and 1991. This report also discusses changes in the WEEA Program that were recently enacted as part of the Improving American's Schools Act of 1994. (EH)

ED 383 638 SO 025 017

Karnow, Stanley
In Our Image: America's Empire in the Philippines. Headlines
  Series 288.
PUB DATE- 89
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Guides/Methods/Techniques (For Practitioners) - Classroom
  Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Colonialism; Conflict; Diplomatic History; Foreign
  Countries; *Foreign Policy; *Global Approach; Higher Education;
  Imperialism; International Cooperation; *International
  Relations; Peace; Political Issues; Political Science;
  Politics; Secondary Education; *Treaties; Voting; World
  Affairs; World History; World Problems
IDENTIFIERS- *Philippines

This brief issues booklet provides basic information about the emerging democracy in the Philippines, as of 1989. The topics covered include the following: (1) "All in the Family"; (2) "The American Legacy"; (3) "An Enduring Presence"; (4) "Revolution: The Overthrow of President Marcos"; and (5) "Democracy Restored: Cory Aquino Victorious." A list of discussion questions and a 15-item annotated reading list conclude the booklet. (EH)

ED 383 674 SP 036 014

Seda, E. Elliott
A Taxonomy for Conceptualizing Teaching.

PUB DATE- Apr 95
NOTE- 75p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Concept Formation; Elementary Secondary Education; Epistemology; Fundamental Concepts; *Instruction; Literature Reviews; Students; Teacher Effectiveness; Teachers; *Teaching (Occupation); Teaching Methods

This paper details the development of a taxonomy for conceptualizing teaching. This taxonomy is presented as a means to help educators understand and interpret what it is they do and continue in the process of searching and understanding. The purpose of developing a taxonomy, the basis for the dimensions--or subject matter--for the taxonomy, and the criteria for including or excluding specific dimensions are discussed, using ideas from a number of writers who conceptualize teaching. In developing the taxonomy, four issues are to be considered: (1) quantitative and qualitative bases for the dimensions; (2) criteria for the adequacy and utility of the taxonomy; (3) definitions of descriptors which form the structure for the taxonomy; and (4) reliable classification of the dimensions so that they can be defined objectively and operationally. Four general descriptors--what is teaching, why teach, what is taught and how, and to whom is teaching done--and their underlying dimensions are discussed and systematically arranged, resulting in a taxonomy for conceptualizing teaching. A number of uses for the taxonomy are suggested. The report concludes that all educators, especially those involved in teaching, need to be "expert" as opposed to "novice" thinkers and that if teachers, especially those in elementary, and secondary education, are to be considered professionals, they must make a concerted effort fully to comprehend and explain the activity of teaching. (Contains 136 references.) (ND)

ED 383 238 FL 800 990

Wignell, Peter; Boyd, Kate
"Kakadu National Park as a Case Study in Workplace Literacy."
Adult Literacy Report for National Languages and Literacy Institute of Australia and Centre for Studies in Language in Education.

PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Literacy; Case Studies; Foreign Countries; *Indigenous Populations; Minimum Competencies; *Needs Assessment; *Public Service Occupations; Relevance (Education); Work Environment; *Written Language
IDENTIFIERS- *Australia (Northern Territory); *Workplace Literacy

This paper is a report on a workplace adult literacy project at Kakadu National Park in the Northern Territory of Australia. The project deals with the use and function of written text in the work of park rangers and assesses the literacy needs of park rangers and trainees. The project focuses on the uses and functions of written text in the workplace, the perceptions of park staff about written text and how the use of written text influences the work of a park ranger. The emphasis of this project is on the literacy requirements of the workplace, not on the literacy of individuals or groups of individuals working there or hoping to work there. Discussion of different groups becomes relevant, however, where needs and perceptions differ. This report focuses on what types of written text are used and are necessary in managing the park, how those texts interconnect and what types of difficulties these texts are likely to have for park rangers. (Contains 16 references.) (CK)

ED 383 279 HE 028 392

Gaither, Gerald; And Others
Measuring Up: The Promises and Pitfalls of Performance Indicators in Higher Education. ASHE-ERIC Higher Education Report No. 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 159p.; For a digest of this report, see HE 028 391.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Outcomes Assessment; *Colleges; Cross Cultural Studies; Educational Policy; *Educational Quality; Foreign Countries; Government Role; Higher Education; *Institutional Evaluation; Outcomes of Education; *Performance Factors; Productivity; *Universities
IDENTIFIERS- Australia; Benchmarking: Canada; Denmark; Finland;

Great Britain; Netherlands; *Performance Indicators; Sweden; United States

This report examines the development and implementation of performance indicators in higher education, focusing on the factors driving increased demand for accountability in higher education and the use of performance indicators in the United States and other countries. It discusses the public and political concern for increased productivity, accountability, and quality assessment at colleges and universities in the United States and other countries, in light of educational retrenchment and budgetary constraints. It then reviews the use of performance indicators and outcomes measures in the United States, focusing on the National Association of College and University Business Officers (NACUBO) benchmarking project, the Peterson's/AGB (Association of Governing Boards of Universities and Colleges) strategic indicators survey, the National Center for Higher Education Management Systems (NCHEMS) indicators of good practice project, and the Education Commission of the States (ECS) project. It then examines the use of performance indicators in Great Britain, Canada, Australia, The Netherlands, Finland, Sweden, and Denmark. The report concludes by discussing possible future trends in the use of performance indicators by governments and institutions to promote productivity, accountability, and quality in higher education. A list of related publications is included. (Contains approximately 500 references.) (MDM)

ED 383 298 IR 017 153

Hale, Michael E.; And Others

The Portable Usability Testing Lab: A Flexible Research Tool.

PUB DATE- 95
NOTE- 10p.; In: Proceedings of the 1995 National Convention of the Association for Educational Communications and Technology (AECT) (17th, Anaheim, CA, (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Software; *Educational Research; Educational Technology; *Evaluation Methods; Higher Education; *Laboratories; Online Systems; Performance; *Research and Development
IDENTIFIERS- Computer Users; Interactive Computer Systems; Learning Environment; *Multimedia Technology; *Performance Support Systems; University of Georgia; Video Technology

A group of faculty at the University of Georgia obtained funding for a research and development facility called the Learning and Performance Support Laboratory (LPSL). One of the LPSL's primary needs was obtaining a portable usability lab for software testing, so the facility obtained the "Luggage Lab 2000." The lab is transportable to any site where interactive multimedia or any other type of software is being used for education, training, information, or performance support purposes. It includes a remote-controlled video camera that can be focused the record the user's face, work on a desk, the user's computer, keyboard and mouse, or any other aspect of the user environment. The system simultaneously records whatever appears on the user's screen. Researchers can control what is recorded (e.g., most of the user's screen along with a small insert of the user's facial expressions or body language). The portable usability lab was used for two purposes: (1) as part of a formative evaluation of a computer-based learning environment for statistics, called "StatSim"; and (2) to examine the types of interactions initiated by learners who were in two different experimental groups using an intelligent tutoring system, "MSRT Tutor." The research data yielded by the portable usability lab provides an improved basis for guiding the design and implementation of instructional technology. The lab is pictured in one figure. (Contains 13 references.) (MAS)

ED 383 318 IR 017 173

Lebow, David G.

Constructivist Values and Emerging Technologies: Transforming Classrooms into Learning Environments.

PUB DATE- 95
NOTE- 8p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Computer Assisted Instruction; *Constructivism (Learning); Educational Environment; *Educational Strategies; *Educational Technology; Learning Theories; Student Centered Curriculum; Thinking Skills
IDENTIFIERS- Social Constructivism

The educational problem that this paper addresses is how to summarize the constructivist framework reflected in student-centered learning approaches, in a way that provides educators with manageable guidelines for transforming classrooms into computer-supported learning environments. Fourteen values that summarize the constructivist framework are listed and briefly defined: active engagement; authenticity; collaboration; community; complexity; generativity; multiple perspectives; ownership; personal autonomy; personal relevance; pluralism; reflectivity; self-regulation; and transformation. It is suggested that the values provide a basis for evaluating instructional strategies aimed at fostering higher-order thinking skills and positive disposition toward learning, and that the values may lead to a set of guidelines for developing a wide variety of learning environments. Two figures illustrate the contemporary values of educational technology and constructivist values for developing higher-order thinking skills. (Contains 30 references.) (Author/MAS)

ED 383 335 IR 017 190

Schwalm, Karen T.
Providing Computer Conferencing Opportunities for Minority Students and Measuring Results.
PUB DATE- 95
NOTE- 13p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Community Colleges; *Computer Mediated Communication; Demography; Educational Background; Enrollment; *Equal Education; Ethnic Studies; *Minority Groups; Success; *Teleconferencing; Two Year Colleges
IDENTIFIERS- *Access to Computers; Glendale Community College AZ; Internet

This paper reviews the research on the effects of differential computer background on the short- and long-range success of minority students, identifies some strategies Glendale Community College (Arizona) has used to encourage minority students' use of computing, specifically computer conferencing, and explains the measures constructed to track institutional progress in providing equal access. The computer conferencing activity of nearly 12,000 community college students over a two-year period is analyzed. Results show that minority enrollment in classes incorporating electronic conferences seems to match or exceed general enrollment demographics of the community college with respect to ethnicity. Ten tables provide data for college demographics compared with electronic conferencing demographics and minority electronic conferencing demographics compared with general electronic conferencing demographics for each of the five semesters studied, according to the following ethnicities: Native American, Asian, Black, Hispanic, and White, or Non-Hispanic. In an attempt to discover which minority groups find which learning environments more engaging, the number of students participating in one environment, Internet Relay Chat (IRC), was analyzed for 15 weeks, and that distribution was compared with the campus population as a whole. Two tables summarize findings on demographic analysis of IRC participants compared with both general college enrollment and electronic conferencing user demographics. Results show that Asian and white students were over represented among IRC users. Minority faculty are discussed as role models, and a table summarizes demographics of the instructional associates, according both to ethnicity and gender. Both Native Americans and women were found to be under-represented. Fifteen tables illustrate findings. The "works cited" section offers a 16-item annotated bibliography. (MAS)

ED 383 370 JC 950 294

Rhoads, Robert A.
Multiculturalism and Border Knowledge in Higher Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 35p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For related documents, see JC 950 291-296.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; Criticism; *Cultural Pluralism; Educational Change; Equal Education; Minority Groups; *Multicultural Education; Nondiscriminatory Education; *Organizational Objectives; Two Year Colleges

Although community colleges serve a culturally diverse student population, they, along with other institutions of higher education, have been slow to respond to that diversity. The implementation of a multicultural curriculum threatens the canonical knowledge upon which higher education is positioned.

The canon elevates certain aspects of a society's culture over others and suppresses "border knowledge," or knowledge that resides outside of the cultural mainstream. Since border knowledge is most often embraced by those situated on society's margins of race, class, gender, age, and sexual orientation, multiculturalism can offer a response to the canon. Mainstream multiculturalism situates cultural diversity as subject matter to be learned and not as ways of thinking and doing that fundamentally challenge Euro-centrically-conceived institutions. Critical multiculturalism, however, combines the conditions of cultural diversity with the vision of a critical education practice drawing from feminism, postmodernism, and critical theory. Critical multiculturalism seeks to transform institutions from monolithic centers of power to democratic constellations in which organizational structures reflect diverse cultures and perspectives. For community colleges, embracing multiple forms of cultural knowledge, or border knowledge, is an important facet of meeting the challenge of serving a culturally diverse student clientele. (KP)

ED 383 426 PS 023 199

West Virginia Kids Count Data Book: 1994 County Profiles of Child Well-Being.

SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 95
NOTE- 185p.; For 1993 profiles, see ED 369 524.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Child Abuse; *Child Health; *Child Welfare; *Counties; Demography; Dropout Rate; Dropouts; Early Parenthood; Educational Attainment; Elementary Secondary Education; Minority Groups; Mortality Rate; Poverty; Pregnancy; Social Indicators; *State Surveys; Statistical Data; Tables (Data)
IDENTIFIERS- *West Virginia

This report provides information on 12 indicators of child and adolescent health, education, and economic status in West Virginia at the state and county level. The report includes a state profile, a minority profile, and 55 county profiles. Each of the indicators is discussed on a state-wide basis. The bulk of the report consists of 1-page county profiles, each of which contains a chart showing the percentage increase or decrease in each of the 12 indicators from 1980 to 1992, actual rates in each period, state rate, and county rank, as well as tables outlining county demographic and family income data. The data indicate that between 1980 and 1992, fewer children were dying before the first birthday, fewer teenagers were dropping out of school, more eligible children were enrolled in Head Start, and fewer teenagers were dying from injuries. On the negative side, a greater percentage of West Virginia's babies were born with low birth-weight, a greater percent of unmarried teenagers were having babies, and a greater number of children received free or reduced-price school meals. Appendixes provide information about indicator definitions, methodology, and sources, along with the raw data for each county. (MDM)

ED 383 483 PS 023 590

America Goes Back to School: A Place for Families and the Community. An Initiative of the Family Involvement Partnership for Learning. Partners' Activity Guide.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 95

NOTE- 71p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; Academic Standards; Community Programs; Daily Living Skills; Drug Abuse; *Educational Improvement; Educational Technology; Elementary Secondary Education; Higher Education; *Parent Participation; Parents; *Partnerships in Education; Prevention; Values Education; Violence

Noting the improvement in the quality of schools and education that occurs when parents are actively involved in their children's schools, this activity guide provides ways that parents can forge partnerships with schools on a variety of levels. Following an invitation from the United States Secretary of Education for parents to participate in the schools, the guide presents general ways to begin to build a community partnership for learning, and provides an alphabetized list of additional ideas for the beginning of the school year. The remainder of the guide presents activity sections on: (1) Helping Children To Learning the Basics and Core Academic Subjects; (2) Creating Safe and Drug-Free Schools that Teach Basic American Values; (3) Making College More Accessible; (4) Getting Technology and Computers into the Classroom; (5) Raising Standards of Achievement and Discipline; and (6) Teaching and Connecting Young People to Real Life Skills that Prepare Them for Work and Adulthood. Each of these sections provide key facts--areas of progress and areas in need of attention; ten specific activities; and a list of additional resources. Information on potential funding for an "America Goes Back to School" partnership program is included, as are sample partnership contracts for schools, employers, and religious institutions. (HTH)

ED 383 578   SO 024 684

Abalos, David T.
Teaching and Practicing Transformational Politics.
PUB DATE- Aug 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 1-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Interdisciplinary Approach; *Multicultural Education; *Political Science; *Political Socialization; *Social Attitudes; Social Influences; Socialization
IDENTIFIERS- *Transformational Politics

This conference paper asserts that there are four faces to the stories of people's lives: (1) a personal face; (2) a political face; (3) a historical face; and (4) a sacred face. The study explains how each of these faces interacts in society and is used to analyze and to teach multicultural literary works as archetypal stories from the perspective of the core drama of life, the story of transformation. By using excerpts from "The Color Purple"; "Like Water for Chocolate"; "Blood on the Forge"; "Siddhartha"; "Ceremony"; and "Bread Givers"; the paper examines the teaching and practicing of transformational politics. Students learn to reproduce in the larger world the reality of either being docile followers, dominators, violators of others, or mutual friends. Seeing these distinct options as having implications for democracy, the study advocates leading students to create a fundamentally new and loving society. (EH)

ED 383 600 SO 024 850

Adler, Madeleine Wing

Experiential Education: A View from the Top.

PUB DATE- Sep 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 1-4, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Active Learning; Apprenticeships; *Clinical Experience; *Experience; *Experiential Learning; Field Experience Programs; Field Instruction; Higher Education; *Internship Programs; *Political Science; *Practicums; Work Experience Programs

This conference paper advocates that experiential learning provides learners with a deeper sense of knowing and self-confidence in taking risks to be change agents in their chosen fields. Five components of experiential learning are described: (1) there is an emphasis on learning-by-doing; (2) there is an emphasis on learning by listening; (3) internships are not costly in terms of careers; (4) recurrent learning occurs to gather new skills; and (5) this can be a useful management technique. An internship program is explained with examples from real life experiences. The roles of the three actors in the experiential experience are described: the facilitator, the principal, and the intern. A simple model for assessing the effectiveness of the experiential learning situation is included. (EH)

ED 383 656   SP 035 996

Wilson, Janell D.
An Evaluation of Field Experiences for the Preparation of Elementary Teachers for Science, Mathematics, and Technology.
PUB DATE- Nov 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Teacher Certification; Elementary Education; *Field Experience Programs; Higher Education; Mathematics Education; Methods Courses; Preservice Teacher Education; Program Effectiveness; Program Improvement; Science Education; *Self Efficacy; Student Teachers; Teacher Attitudes; Technology Education
IDENTIFIERS- *Preservice Teachers

The purpose of this study was to evaluate the degree of self-efficacy preservice teachers developed as a result of participating in field experiences, types of field experiences that were the most beneficial for the professional development of the preservice teachers, and the degree to which pre-stated outcomes were addressed by the field experiences. Data were collected through two surveys (the Science Teacher Efficacy Belief Inventory (STEBI) Form B and the Field Experience Evaluation Form (FEEF)) administered to elementary preservice teachers enrolled in an innovative certification program. Personal interviews were also conducted and analyzed using comparative analysis techniques. Results of the study indicated: (1) the self-efficacy of preservice teachers increased with field experiences that were clearly defined, logically sequenced with a pattern of slow introduction into the clinical sites, and planned for and practiced before implementation; and (2) field experiences that allowed the preservice teacher to participate in small teams were found to be more beneficial to the professional development of the preservice teachers. Results of the interviews were congruent with the FEEF results. Club activities and the classroom team presentations were identified as the field experience activities which were most beneficial to the professional development of the preservice teachers because they allowed them to spend time in the classroom setting and to practice developing lesson plans and presenting the lesson. Contains seven references. (JB)

ED 383 353 IR 055 526

Wade, Anne; And Others

Current Resources in Cooperative Learning.
PUB DATE- 95
NOTE- 321p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Books; *Cooperative Learning; *Educational Resources; Nonprint Media; Periodicals
IDENTIFIERS- Journal Articles

This annotated bibliography of the current resources in cooperative learning is the result of a comprehensive search of the literature in the fields of education, psychology, sociology, linguistics, and business. It contains 926 citations of books, journal articles, periodicals, and non-print material pertaining to cooperative/collaborative learning or cooperative group work. The purpose of this guide is to serve as a general, up-to-date source of reference for those who are interested in obtaining theoretical and practical material on cooperative learning. It should not be considered an exhaustive source, but as a reference tool that will encourage additional research in the area of cooperative learning. In addition, educators can use this as a resource for both preservice and inservice training to aid those interested in developing effective classroom techniques. The first section, "Theoretical Considerations," covers books and journal articles. The second section, "Practical Considerations," includes three parts: "General Material," consisting of books, journal articles, non-print material, and periodicals; "Subject Areas," which consists of Language Arts, Mathematics, Science, Second Language Instruction, and Social Studies; and "Special Topics," which consists of Early Childhood Education, Educational Technology, Multicultural Education, Postsecondary Education, Special Education, and Teacher Education. Author and subject indices follow the main body of the text. (Author/MAS)

ED 383 445 PS 023 327

Grangaard, Ellen Mannel
Effects of Color and Light on Selected Elementary Students.
PUB DATE- May 93
NOTE- 183p.; Ph.D. Dissertation, University of Nevada. For related document, see ED 382 381.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Classroom Environment; *Color; Elementary Education; *Elementary School Students; Environmental Influences; *Heart Rate; *Lighting; Student Adjustment; *Time on Task
IDENTIFIERS- Blood Pressure; Physiological Response

This study compared children's off-task behavior and physiological response in a normal elementary classroom setting with those in a prescribed classroom environment. In the prescribed environment, the colors of the classroom walls were changed from brown and off-white to blue, while Duro-test Vita-lite fluorescent tubes without diffusers replaced the standard cool-white fluorescent tubes with diffusers in the lighting fixtures. Eleven first-graders took part in the study, which measured their off-task behaviors, blood pressure, and pulse twice each day at the same time each day for 10-day periods in the original classroom environment, then in the prescribed environment, and back in the original environment. Results indicated that off-task behaviors, as recorded by three observers, dropped 24 percent after the change from the normal to the prescribed environment, and that systolic blood pressure readings dropped 9 percent after the change. Blood pressure readings demonstrated a gradual increase after the return to the normal environment. (Observer credentials, and blood pressure and pulse readings are appended. Contains 126 references.) (MDM)

ED 383 464 PS 023 360

Craig, Marjorie; Borger, Jeanne

Family Life Early Education Project (Model Parent Training Program). Evaluation Report Fiscal 1994.

PUB DATE- Feb 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Family Environment; Family Involvement; *Parent Child Relationship; *Parent Education; Parenting Skills; *Parent Role; *Parents as Teachers; Parent Workshops; Preschool Education; Program Effectiveness; Program Evaluation; *School Readiness
IDENTIFIERS- Chicago Public Schools IL

The Family Life Early Education Project (FLEEP) operated from September 1993 through August 1994 in Chicago public schools. The project sought to assist parents in acquiring skills that foster their young children's cognitive, social, physical, and emotional development, thus increasing children's readiness for school. To accomplish these goals, the program: (1) advised parents about the educational, health, and human service resources available to them; (2) provided opportunities for them to interact with their children through field trips, small-group discussions, workshops, and child-parent interaction projects that encouraged the children's growth; and (3) worked to quickly detect any potential problems that might adversely affect children and their families. In evaluating the project, observers monitored program activities, surveyed 351 participating parents, interviewed the service providers, and reviewed program attendance and activity records. The results indicated that the program successfully met its goals. Not only did parents and prospective parents see themselves as better equipped to nurture and encourage their young children, they directly attributed these changes to attending FLEEP workshops, classes, and discussion groups. (AA)

ED 383 639 SO 025 020

Bjerstedt, Ake, Ed.
Education beyond Fatalism and Hate: Some Principles and Procedures in Peace-Related Educational Efforts. Educational Information and Debate 103.
PUB DATE- 94
NOTE- 101p.

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conflict Resolution; Decision Making; Foreign Countries; *Global Education; Higher Education; *International Education; *International Relations; Interpersonal Communication; *Peace; Problem Solving; Prosocial Behavior; Social Control; World Affairs
IDENTIFIERS- Australia; Germany; New Zealand; Sweden

This small book presents six articles from the journal "Peace, Environment and Education," published by the Peace Education Commission. The articles have been chosen to give a broad range of illustrations of principles and procedures in peace-related education efforts in the 1990s. The contents are as follows: (1) "Education beyond Hate" (Morton Deutsch); (2) "Education beyond Fatalism and Impoverished Social Imagination: Are We Actively Listening to Young People's Voices on the Future?" (Francis P. Hutchinson); (3) "Peace Education across the Curriculum: Some Perspectives from New Zealand" (James Collinge); (4) "The Teaching of Conflict Resolution and Nonviolence in Australian Schools: A Context for Peace Education" (Max Lawson); (5) "Peace Education in Teacher Training: Some Examples" (Hanns-Fred Rathenow); and (6) "Conflict-Mitigation: Philosophy and Methodology" (Jan Oberg). (EH)

ED 383 556 SE 056 341

Ediger, Marlow
Reading in Science.

PUB DATE- Jun 95
NOTE- 12p.; An expanded version of ED 365 938.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; Instructional Improvement; *Reading Assignments; Science Education; Teaching Methods

Reading is one avenue of learning in the vital curriculum area of science. Factual as well as fictional content can be read by pupils in ongoing science units of study. Both fiction and non-fiction provide for attainment of science curriculum objectives emphasizing knowledge, skills, and attitudes. This document discusses teaching methods that combine science instruction with reading in sections covering individualized reading, higher levels of cognition, using basal textbooks in science, listening in the science curriculum, speaking activities in science and writing in science. (LZ)

ED 383 258 HE 028 371

Ten Years of the Board of Governors' Strategic Plan To Ensure Racial and Ethnic Diversity in Connecticut Public Higher Education, 1985-95. Report.

PUB DATE- 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Annual Reports; Disadvantaged; Diversity (Institutional); *Employment Opportunities; *Enrollment; Enrollment Trends; Higher Education; *Minority Groups; Program Descriptions; Program Effectiveness; *Public Colleges; *School Holding Power; Secondary Education; *State Programs; State Universities; Student Recruitment; Underachievement
IDENTIFIERS- *Connecticut State Department of Education

This annual report discusses actions taken by the Connecticut Department of Higher Education's Minority Advancement Program (MAP) over the past 10 years to increase the numbers of disadvantaged high school students prepared for success in college, to increase student access and retention among underrepresented groups, and to increase the employment and advancement of underrepresented groups. It examines the three MAP programs: (1) the Connecticut Collegiate Awareness and Preparation Program (ConnCAP), which used enrichment, remedial, and counseling activities, along with an intensive summer camp program, to enhance the college enrollment rates of underachieving and disadvantaged students; (2) the Minority Enrollment Incentive Program, which used incentive grants to increase minority enrollment at Connecticut public colleges and universities from 8.9 percent in 1984 to 16.4 percent in 1994; and (3) the Minority Staff Development and Recruitment Program, which used enhanced minority representation on search committees and discretionary funds for aggressive minority recruitment, resulting in an increase in minority professional employment at public colleges and universities from 7.5 percent in 1983 to 12.6 percent in 1994. The bulk of the report consists of three appendixes which describe, in outline and tabular format, the activities and results of the three programs. (MDM)

ED 383 389 JC 950 315

Kiger, Derick M.; And Others
Student Motivation To Engage and Disengage the Institution, Spring 1994.
PUB DATE- 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cohort Analysis; College Applicants; *Community Colleges; *Dropout Attitudes; *Dropout Prevention; *Enrollment Influences; *No Shows; Student Attitudes; Student Behavior; Student Characteristics; *Student Motivation; Two Year Colleges; Two Year College Students
IDENTIFIERS- Owens Community College OH

Hundreds of prospective students engage the Owens Community College (OCC) three-step admission process each semester before voluntarily disengaging the institution. A study was conducted to assess student motivation to engage or disengage OCC based on factors related to student disposition, institutional motivation, and student situation, and to compare characteristics of the two cohorts. Surveys were mailed to 771 students who engaged and 369 who disengaged the college in spring 1994, receiving responses from 343 (44%) of the engagers and 127 (34%) of the disengagers. The average student for both groups was a single white female, between 18 and 22 years of age, of lower socioeconomic status, employed full-time, and responsible for one dependent child. Statistically significant differences were found between motivators cited by engagers and disengagers. Dispositionally, engaging students were more motivated by the need to develop personal maturity and become more informed and well-rounded; institutionally, they were more motivated by degree and certificate opportunities, transferability of credit to four-year colleges, and the flexibility of schedules; and situationally, they were more motivated by the need to increase earning potential, comply with an authority figure, and meet a spouse. However, there were no significant differences between motivators to disengage cited by the two groups. (Recommendations for maximizing engagement and minimizing disengagement are included.) (An institutional effectiveness flowchart, the survey instrument, definitions of terms, and data tables are appended.) (KP)

ED 383 407   PS 022 905

Schaefer, Charles E.; DiGeronimo, Theresa Foy
How To Talk to Your Kids about Really Important Things: For Children Four to Twelve. Specific Questions and Answers and Useful Things To Say.
PUB DATE- 94
NOTE- 311p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Adoption; Child Development; *Childhood Needs; Child Rearing; Children; Death; Divorce; Drinking; Drug Use; *Family Problems; Health; Homosexuality; Mental Health; *Parent Child Relationship; *Parent Influence; *Parenting Skills; Pornography; Sexual Abuse; Sexual Identity; Stepfamily; War

Intended to help parents find the words they need to talk to their children and answer their children's practical questions, this book offers practical guidance on a wide range of life's experiences, from family changes such as divorce and remarriage, to controversial subjects such as child abuse and AIDS. The major focus is on children ages 4 to 12; these are the formative years, when children are developing the foundation for basic beliefs, values, and attitudes, and are usually most open to and interested in receiving parental guidance. The book is divided into two parts. Part 1 deals with major crises and big family changes including those related to adoption, an alcoholic parent, death, accidents and natural catastrophes, divorce, the first day of school, a new house, a new baby in the family, and grade repetition. The second part of the book deals with youth concerns, including death, drug abuse, AIDS, homosexuality, prejudice, puberty, sex and reproduction, media violence, and war. Each chapter contains specific guidelines appropriate for the given topic and suggested readings for parents and children. (AA)

ED 383 518 RC 020 166

Huang, Gary
National Data for Studying Rural Education: Elementary and Secondary Education Applications. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Databases; *Educational Research; Elementary Secondary Education; *Information Utilization; *National Surveys; *Rural Education; *School Demography; Student Surveys
IDENTIFIERS- ERIC Digests; *National Center for Education Statistics

This digest describes datasets of the National Center for Education Statistics (NCES) that are related to rural education, discusses potential uses of NCES data, and offers practical tips for accessing these data. NCES has primarily two types of data; population data on the school universe and national surveys. Two population databases are the Common Core of Data, which describes all U.S. public elementary and secondary schools and school districts, and the School District Data Book, which provides comprehensive data on school districts and communities and links sociodemographic complexities to schooling. NCES longitudinal surveys that follow cohorts of middle-school and high-school students for 10-14 years include the National Longitudinal Survey (beginning in 1972), the High School and Beyond Survey (beginning in 1980), and the National Education Longitudinal Survey of 1988. Cross-sectional surveys include the School and Staffing Survey, conducted every 3 years; the National Assessment of Educational Progress, collecting information on student performance for over 25 years; and the National Household Education Survey (1991). NCES data have a variety of uses in program planning and design, policy making (although rural-specific policy issues are inadequately covered), and scholarly research. NCES datasets use several measures of rurality; researchers are advised to check that the dataset used contains a suitable locale measure. Other suggestions for researchers include taking advantage of CD-ROM technology, obtaining customized datasets and tabulations from NCES, and attending NCES seminars. (SV)

ED 383 536 SE 055 789

Hirabayashi, Ichiei, Ed.; And Others
Proceedings of the International Conference on the Psychology of Mathematics Education (PME) (17th, Tsukuba, Japan, July 18-23, 1993). Volumes I-III.
PUB DATE- Jul 93
NOTE- 929p.
LANGUAGE- English
EDRS Price- MF06/PC38 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Beliefs; Calculators; Computers; Computer Uses in Education; Conference Papers; Elementary Secondary Education; *Epistemology; *Functions (Mathematics); Geometry; Imagery; Language Role; Mathematics Education; Mathematics Instruction; Measures (Individuals); Metacognition; *Number Concepts; Probability; *Problem Solving; *Proof (Mathematics); Rational Numbers; Social Influences; Spatial Ability; Statistics; Student Attitudes; Student Evaluation; Teacher Attitudes; Thinking Skills; Verbal Communication; Visual Perception
IDENTIFIERS- Advanced Mathematics; Combinatorics; *Mathematical Thinking; Mathematics Education Research; *Psychology of Mathematics Education

The Proceedings of PME-XVII has been published in three volumes because of the large number of papers presented at the conference. Volume I contains a brief Plenary Panel report, 4 full-scale Plenary Addresses, the brief reports of 10 Working Groups and 4 Discussion Groups, and a total of 23 Research Reports grouped under 4 themes. Volume II contains 37 Research Reports grouped under 7 themes. Volume III contains 28 Research Reports grouped under 5 themes, 25 Oral Communications, and 19 Poster Presentations. In summary, the 3 volumes contain 88 full-scale Research Reports, 4 full-scale Plenary Addresses, and 59 briefer reports. Conference subject matter can be conveyed through a listing of the 15 themes under which Research Reports were grouped: Advanced Mathematical Thinking; Algebraic Thinking; Assessment and Evaluation; Pupil's Beliefs and Teacher's Beliefs; Computers and Calculators; Early Number Learning; Functions and Graphs; Geometrical and Spatial Thinking; Imagery and Visualization; Language and Mathematics; Epistemology, Metacognition, and Social Construction; Probability, Statistics, and Combinatorics; Problem Solving; Methods of Proof; Rational Numbers and Proportions; Social Factors and Cultural Factors. Each volume contains an author index covering all three volumes. (MKR)

ED 383 579 SO 024 685

LeVeen, Deborah
From Practice to Theory: Strategies for Encouraging Analytic Learning about Concrete Internship Experience.

PUB DATE- 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 1-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; Critical Thinking; Cross Cultural Studies; Cross Cultural Training; Higher Education; Human Relations; *Intergroup Education; *Intergroup Relations; *Internship Programs; *Multicultural Education; Reflective Teaching; *Self Evaluation (Individuals); Social Integration; *Urban Studies
IDENTIFIERS- San Francisco State University CA

This paper describes strategies developed in the urban studies internship program at San Francisco State University (California). Interns are encouraged to relate practice to theory in their own concrete experience, using their own academic coursework. The strategies involve both structured writing assignments and regular seminar discussion to evoke reflection on a variety of issues and how they relate to the interns' experiences. The paper addresses: (1) a brief description of the context of the course, the students, and academic programs it serves; (2) the central goals of the internship course and how they relate to the students; (3) the general approach, underlying rationale, and specific strategies for the course; and (4) the effectiveness of the strategies and suggestions for improvement still to be done. Appendices list internship placements for 1993-94 and journal supplements for the writing section of the course. (EH)

ED 383 601 SO 024 853

Fraenkel, Jack R.
Characteristics and Behaviors of Effective Social Studies Teachers in Selected Countries.
PUB DATE- Nov 94
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Phoenix, AZ, November 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; Educational Research; Effective Schools Research; Elementary Secondary Education; Foreign Countries; Individual Characteristics; *Social Studies; *Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics; *Teacher Expectations of Students; Teacher Influence; Teacher Motivation; Teaching Styles
IDENTIFIERS- Australia; Germany; New Zealand; Poland

This report summarizes research on teacher effectiveness in social studies classrooms. Observations were conducted in a large urban school district on the west coast of the United States, as well as in selected classrooms in Australia, New Zealand, Poland, and Germany since 1991. Effective teachers are those for whom there is evidence that students are not only learning, but also express an interest in the subjects they are taught. Observations were reinforced with end-of-semester questionnaires and in-depth interviews with each teacher and with randomly selected students in each class observed. The purposes of the research was two-fold: (1) to gain as accurate and detailed an impression as possible of what happens on a more or less regular basis in these classroom; and (2) to document how effective and non-effective teachers in these classrooms differ. Behaviors and characteristics of effective social studies teachers include: (1) they all have high (sometimes extremely high) expectations for their students; (2) they all stress depth rather than coverage of the course content; (3) they all are able to explain things clearly to their students; (4) they all are good listeners; (5) they all demonstrate remarkable patience; (6) they all vary the kinds of things they do and the kinds of activities in which they engage students in class; (7) they all possess incredible amounts of energy; and (8) they all display a considerable command of their subject matter and are able to relate to a variety of daily life examples. (EH)

ED 383 620 SO 024 979

Haddad, Wadi D.; Demsky, Terry

The Dynamics of Education Policymaking: Case Studies of Burkina Faso, Jordan, Peru, and Thailand. EDI Development Policy Case Series. Analytical Case Studies No. 10.

PUB DATE- May 94
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; *Comparative Education; *Educational Change; *Educational Development; Educational Improvement; *Educational Planning; *Educational Policy; Educational Research; Educational Strategies; Foreign Countries; Politics of Education; *Strategic Planning
IDENTIFIERS- Burkina Faso; Jordan; Peru; Thailand

This book examines how educational development occurs by analyzing the actions of policymakers and the decisions they make regarding educational change. The book introduces an analytical framework that moves from the predecision and postdecision activities. Four case studies are used to exemplify the process of policymaking. Part 1, "The Analytical Setting," provides a conceptual framework for the book. In part 2, "Country Cases," the conceptual framework is used as a guide for the analysis of decisionmaking in Peru, Jordan, Thailand, and Burkina Faso. The case studies simulate the dynamics of policymaking by recreating real situations describing real events, people, and issues as they pertain to the decisionmaking process. Part 3, "Synthesis," analyzes the lesson to be learned from these studies and identifies the factors that contribute to successful policymaking. This book can be used to: (1) assess existing country policies; (2) evaluate projected policies for probability of success; and (3) train education officers in policy analysis. Contains 9 pages of references. (EH)

ED 383 239 FL 800 992

Belfiore, Mary Ellen; Burnaby, Barbara
Teaching English in the Workplace. Second Edition. Revised and Expanded.
PUB DATE- 95
NOTE- 199p.; For first edition, see ED 252 067.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010),Collected Works - General (020)
DESCRIPTORS- Course Descriptions; *English (Second Language); Foreign Countries; *Instructional Materials; *Measurement Techniques; *Needs Assessment; Racial Bias; Second Language Instruction; Student Evaluation; *Student Needs; *Vocational English (Second Language)
IDENTIFIERS- *Canada; Workplace Literacy

This book is written primarily for English-as-a-Second-Language (ESL) teachers who are preparing to meet the challenge of teaching ESL in the workplace. The book focuses on the role these teachers play in establishing and implementing workplace language programs. The aim of the book is to provide ESL teachers with a basic orientation to the workplace program. Topics covered include: "Reflections on Teaching English in the Workplace" (Virginia Sauve); "English in the Workplace: The Participants"; "Conducting Negotiations"; "Conducting a Needs Analysis"; "Designing a Syllabus"; "Developing Materials for Classroom Use"; "Sequences from Workplace Classrooms"; "Assessment and Evaluation"; "Conducting an Organizational Needs Assessment" (Sue (Waugh) Folinsbee); "Responding to Racism in Workplace ESL" (Kathleen Flanagan); "The Study at Work Trailer: An Interview" (Mary Ellen Belfiore and Christina Pikios); "Clear Language Documents for the Workplace" (Corinna Frattini); and "Evaluation: The Experience of One Hospital" (Angela Gillis). An extensive bibliography is included. (CK)

ED 383 280   IR 017 105

Satellite Interconnection and Distance Delivery in Alaska: Toward the 21st Century. Summary and Recommendations of the Satellite Interconnection Project under the Direction of the Telecommunications Information Council.

PUB DATE- 95
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communications Satellites; Computer Mediated Communication; Distance Education; *Information Networks; Information Technology; *Telecommunications
IDENTIFIERS- Alaska; Communications Infrastructure; *Information Infrastructure

The Satellite Interconnection Project was created for the purpose of investigating the interest and need for improved interconnection, faster and of greater capacity than the capability of present systems, especially among Alaska state-supported users of video and audio transmissions. The intent was to explore the cost-benefit and the potential improvement in the quality and range of services supported by the state. It was anticipated that through the use of advanced telecommunications, the state would realize significant savings, improved productivity, and more meaningful levels of service for Alaskans in K-12 education, University of Alaska courses, state agency training, public broadcasting, and other applications. The Satellite Interconnection Project would consolidate state-supported distance delivery and put in place the first phase of such an integrated system by the summer of 1995, bringing together private, public, state, and federal planning and investment. This collection of reports summarizes the research, studies, consulting, multitude of site visits and face-to-face meetings, and recommendations to and endorsement of the Telecommunications Information Council for further planning and implementation. A summary of the Satellite Interconnection Project to date is given. Proceedings are provided from the Telecommunications Forum II meeting in October 1994, including: assessing the state environment for infrastructure development; the planning process to date; Delphi study; other states' efforts; ongoing interconnection: current status of 5 projects; building on the present infrastructure; and next steps and later phases. Appendices include: "TIC Endorsement for Further Planning Work"; "Delphi Study Final Report, School of Business, University of Alaska"; "Other States' Comparisons: 'Satellite Interconnection Planning Project'"; "The National Information Infrastructure: Agenda for Action"; "Selected 1993 State Telecommunications Legislation"; and "Telecommunications Forum I, 'Visions of Alaska's Future,' March, 1993." (MAS)

ED 383 299 IR 017 154

Harvey, Francis A.; Nelson, Adam
A Hybrid Investigation of Hypermedia Training.

PUB DATE- 95
NOTE- 11p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Data Analysis; Dropout Programs; Elementary Secondary Education; *Hypermedia; Instructional Design; *Instructional Effectiveness; *Management Development; *Qualitative Research; Trainees; Trainers; *Training Methods; *Use Studies
IDENTIFIERS- *Cities in Schools

This document describes research which investigated the effectiveness of the Cities in Schools (CIS) hypermedia training course for senior executives of that national dropout prevention program. The study employed a hybrid methodology of qualitative techniques and computer tracking tools, in order to provide a complete picture of how the hypermedia training course was delivered and received. Thirteen trainees and three professional trainers participated in a week-long training course. The goals of the study included how hypermedia is used in a "real-world" setting; hypermedia characteristics for further research; how frequently and to what extent trainers and trainees used hypermedia; methods of exploring hypermedia materials; and relationships of hypermedia use, non-hypermedia activities, and attainment of learning objectives of the course. Results of the qualitative component indicate that the following areas warrant examination in future studies: diversity of trainers and grouping issues; cooperative learning; presentation, formal evaluation of learning; applying learning to real-world situations; use of supplemental trainer-developed materials and print materials; variations in trainers' styles; time management; and course evaluation. The preliminary results of the computer tracking component of the study are presented, but it was not possible to continue the analysis of the relationship between uses of hypermedia and the attainment of specific learning objectives. Preliminary analysis of hypermedia paths used by trainers indicates that

the trainees often traveled extremely complex paths while using the hypermedia training materials. Implementing computer tracking tools requires considerable programming expertise and effort, and are most efficiently implemented if they are incorporated into the design of the hypermedia application as it is developed. (Contains 8 references.) (AEF)

ED 383 319 IR 017 174

Lee, Okhwa; Knupfer, Nancy Nelson
Neighbors On Line: Enhancing Global Perspectives and Cultural Sharing with the Internet.
PUB DATE- 95
NOTE- 10p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; *Computer Uses in Education; Electronic Mail; Elementary Secondary Education; Foreign Countries; Information Networks; *Intercultural Communication; *International Communication
IDENTIFIERS- *Internet; Kansas; South Korea

The purpose of this study was to investigate the status of computer use within Korean and United States schools, and then use the Internet to establish cross cultural communication between schools. It was hoped that through international communication using the Internet, students at the elementary, junior high, and high school levels would gain deeper knowledge about other cultures and develop higher order thinking skills as they engaged in collaborative projects. Following a general history of the use of computers in United States schools, the paper describes the "Asian Link: Telecommunications for the 21st Century" project, and some efforts within the state of Kansas to get schools online. "Asian Link" was designed to investigate how to apply telecommunications technology in K-12 education. Participating nations included Korea, United States, Australia, Japan, and China. Information is provided on what the schools needed to prepare, instructional activities, how teachers and students worked through the network, the difficulties which participating schools experienced, and social implications. Projects in Kansas are described: Information Network of Kansas (INK), Link 19, America On-line and direct connection to the Internet. An appendix lists Korean and United States partner schools. Contains five references. (Author/MAS)

ED 383 371 JC 950 295

Rhoads, Robert A.

Multiculturalism and the Community College: A Case Study of an Immigrant Education Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For related documents, see JC 950 291-296.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Bilingual Education Programs; Case Studies; Community Colleges; Diversity (Institutional); *Hispanic American Culture; *Hispanic Americans; *Immigrants; *Multicultural Education; Partnerships in Education; *Program Design; Program Effectiveness; Two Year Colleges

To gather data on the goals and effectiveness of a postsecondary program organized from the perspective of multiculturalism, a case study was conducted of Nuevos Horizontes (NH), an immigrant education program at Triton College, in Illinois. NH is designed to facilitate access to higher education for Hispanics and other minority students; provide educational programs for immigrant adults; and inform the community of educational and cultural opportunities available at Triton. In a 3-day site visit, interviews were conducted with 14 students and 27 faculty and staff participating in NH and program reports and materials were collected and analyzed. Results of the case study included the following: (1) in 1993, over 8,000 students utilized NH's services; (2) outstanding program elements included a festival celebrating Hispanic culture, an HIV/AIDS education and prevention program, and a swearing-in ceremony for citizens prepared through NH; and (3) keys to NH's effectiveness were the emphasis placed on celebrating Hispanic culture while increasing participants' knowledge of English and U.S. culture, the bilingual staff, the commitment to holistic education, the physical proximity to the Hispanic community, and the effective use of community partnerships. Although the program was successful in creating an educational environment that makes Hispanic immigrants feel comfortable, the college runs the risk of compartmentalizing multiculturalism and limiting the impact cultural diversity might have on the main campus and the entire community. (KP)

ED 383 427 PS 023 222

Guide to Education: ECS to Grade 9 Handbook.
PUB DATE- 94
NOTE- 83p.; For Senior High School Handbook, see PS 023 319.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; *Curriculum Design; *Curriculum Development; Early Childhood Education; *Educational Legislation; *Educational Planning; Educational Resources; Elementary Education; Foreign Countries; Government School Relationship; Junior High Schools; Program Effectiveness; State Curriculum Guides
IDENTIFIERS- *Alberta; Alberta Department of Education

This handbook, published for the use of Alberta administrators, counselors, and educators, serves the following purposes: (1) to communicate information useful in organizing and operating schools and early childhood services programs; and (2) to identify program requirements specified by Alberta Education and the foundation on which these requirements are based. The handbook is divided into four major parts. The first part presents the program's foundations, including the program's goal, learning expectations, education delivery, and achievement standards, as well as a definition of basic education. The second part gives a detailed description of the program's organization and delivery, including the program's structure, programming principles, and how to plan students' schedules and report their achievement. The third part sets out the legal parameters with a discussion of the management, operation, and power of local school authorities as they are defined by the School Act of Alberta. A synopsis of the Alberta Education Regulations Manual and the Alberta Educational Policy Manual is also presented. The fourth part gives definitions of learning resources and a detailed list of learning resources distributors in Alberta. The handbook concludes with the Alberta Education and Alberta Education Regional Offices Branch directory. (AA)

ED 383 446 PS 023 328

Marriage in America: A Report to the Nation.

SPONS. AGENCY- Donner (William H.) Foundation.; J.M. Foundation, New York, N.Y.
PUB DATE- Mar 95
NOTE- 25p.; Color illustrations by children may not copy clearly. Prepared by the Council on Families in America, which is sponsored by the Institute for American Values.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; Child Health; *Divorce; Employed Parents; Marital Instability; *Marriage; *Moral Values; Poverty; *Social Action; Social Attitudes; *Social Problems; *Unwed Mothers; Values Education

This report discusses the increasing incidence of divorce and unwed parenthood in the United States, arguing that the "divorce revolution" of the last several decades has created terrible hardships for children, generated poverty within families, and burdened the nation with unsupportable social costs. It calls for a fundamental shift in cultural values and public policy that: (1) reclaims the ideal of marital permanence and affirms marriage as the preeminent environment for childbearing; (2) decides unequivocally that out-of-wedlock childbearing is wrong, that the divorce rate is too high, and that every child deserves a father; (3) resolves in the next generation to increase the proportion of children who grow up with their two married parents and decrease the proportion who do not; and (4) resolves in the next generation to increase the time that parents spend raising their children, with married couples aiming for an overall commitment to paid employment that does not exceed 60 hours per week. It provides specific actions that clergy, civic leaders, employers, social workers, health care professionals, legislators, and the entertainment industry can take to advance these goals. (Contains 35

references.) (MDM)

ED 383 465 PS 023 361

O'Neill, Patricia; Borger, Jeanne
Prevention Initiative Program. Final Evaluation Report Fiscal 1994.

PUB DATE- Feb 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Rearing; Dropouts; *Early Parenthood; High Schools; Home Visits; Intervention; *Parent Education; Parenting Skills; *Pregnant Students; *Prenatal Care; Program Effectiveness; Program Evaluation; Public Schools; *Special Needs Students; Youth Problems
IDENTIFIERS- Chicago Public Schools IL

This report provides an evaluation of the Prevention Initiative Program's second-funded year in the Chicago Public Schools. The program's purpose was to reduce school failure by providing health and social services to young families, improving parenting skills, and assisting young mothers to complete high school. The program served pregnant or parenting teens who had dropped out of Tesla Alternative High School, and those who attended Simpson Alternative High School for Pregnant Girls. The program featured case management, in-home parenting sessions, and group-based parent training sessions. The evaluation was based on the observation of program activities, surveys from participating parents, interviews with service providers, and review of program attendance and activity records. The Tesla program developed an Individual Service Plan for each Family. Thirty-seven of 60 mothers returned to school and 40 families demonstrated improvement in parenting skills, suggesting that home visits made by the social service providers had a positive effect on the mothers. Simpson High School assessed the project's success by having each student prepare and display a Parenting Product Portfolio that promoted awareness of good parenting practices. Peers participated in evaluating the portfolios. Recommendations to improve delivery of services to young families through the program included providing home-based instruction from both schools, designing and administering pre- and post-evaluation instruments for participants to complete in order to better assess the outcomes of the program, and providing opportunities for parent-child interactions to enhance parenting skills and teach child development. The program highlighted a vital need in the community to reach young teenage mothers through the high schools and provide parenting training and support. (Includes the Illinois State Board of Education form for Demographic information.) (AA)

ED 383 484 RC 019 678

On-Line Learning Technologies: Networking in the Classroom. Rural, Small Schools Network Information Exchange No. 16, Summer 1994.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Computer Mediated Communication; *Computer Networks; *Computer Uses in Education; Distance Education; Educational Benefits; Educational Change; Educational Technology; Elementary Secondary Education; *Financial Support; Grantsmanship; Higher Education; *Online Systems; Program Descriptions; *Rural Education; Telecommunications
IDENTIFIERS- *Internet

This packet includes reprints of articles and other information concerning the use of computer networks in small, rural schools. Computer networks can minimize isolation; develop stronger links to the community; access reference information from remote sources; and create professional and academic exchanges for teachers, administrators, and students. The five sections of the packet cover introduction to networking, funding, implementation of networking technology in the classroom, issues such as equitable access and staff development, and resources. Articles include: (1) "The Executive Educator's Complete Guide to the Internet" (Lars Kongshem); (2) "Restructuring for Learning with Technology: The Potential for Synergy" (Karen Sheingold); (3) "Plug into a Network" (Doug Vander Linden, Larry Clark); (4) "Network-Based Collaborations: How Universities Can Support K-12 Reform Efforts" (John Clement); (5) "Funding Electronic Classrooms" (Arlene Krebs); (6) "All about Grants: Where to Get Them, How to Get Them, and Profiles of Schools and Districts That Have Been Forever Changed--for the Better--after Getting Them" (Gwen Solomon); (6) "Education Online: Interactive K-12 Computing" (Edward J. Valauskas); (7) "Technology As a Vehicle for Transformation" (Lynn Murray and others); (8) "Developing a Telecommunications Curriculum for Students with Physical Disabilities" (Terry S. Gandell, Dorothy Laufer); (9) "Doing Science in the Electronic School District" (James D. Lehman and others); (10) "A Community of Learning" (Geriann Marie Walker); (11) "Education On-Line" (Yvonne Marie Andres); (12) "Telecommunications: Avoiding the Black Hole" (Margaret Riel); (13) "Linking Northwest Schools to the Internet" (Lee Sherman Caudell); (14) "Could Computer Use Be a Form of Tracking?" (Ike Coleman); (15) "Electronic Networking and the Construction of Professional Knowledge" (Gary D. Watts, Shari Castle); (16) "Blinded by Science" (Tom Snyder); (17) "Alternative Assessment: Putting Technology to the Test" (Isabelle Bruder); and (18) "Responsible Citizenship in the Electronic Community" (Sally Webster, Frank W. Connolly). The last section lists resources, including companies providing on-line services, information resources, funding organizations and ideas, books and articles on the Internet, and journals related to educational technology. (LP)

ED 383 501 RC 020 096

Children's Benefits Access Project: A White Paper on Poverty.

SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.; Prudential Foundation, Newark, N.J.
PUB DATE- 15 Aug 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; Child Welfare; Community Attitudes; Elementary Secondary Education; *Eligibility; Federal Aid; Federal Programs; Low Income Groups; *Participation; Poverty Programs; Rural Areas; *Rural Urban Differences; Transportation; *Welfare Services
IDENTIFIERS- *Access to Services; *Nebraska; Service Utilization

Over a period of 4 months in early 1994, Voices for Children investigated low-income children's access to 15 benefits for which they might be eligible. Of those benefits, six were further analyzed to determine how many eligible low-income children were actually receiving them. Counties were grouped by population size to determine if differences existed in participation by size of county population. The investigation gathered federal and state statutes and regulations governing the benefit programs; developed short summaries of each program; conducted a statistical analysis to determine how many children were eligible and how many actually received benefits; interviewed low-income parents, service providers, administrators, and policy makers; and held focus groups involving low-income parents. Results indicate that children in metropolitan or urban counties were more likely to receive services than children in rural counties. Negative community attitudes affected the availability and utilization of services. Many people did not use services because of transportation problems. Some parents and providers needed basic information about resources and benefits. The six benefits analyzed were: (1) Supplemental Food Program for Women, Infants, and Children (WIC); (2) Head Start; (3) Food Stamps; (4) Aid to Dependent Children (ADC); (5) school lunch, free and reduced price; and (6) school breakfast. Appendices contain explanations of participation indexes and a table of indicators to identify underserved Nebraska counties. (KS)

ED 383 557 SE 056 342

Stein, Mary; And Others
A Constructivist Vision for Teaching, Learning, and Staff Development.
PUB DATE- Nov 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Constructivism (Learning); Educational Theories; Elementary Secondary Education; Evaluation; Experiential Learning; *Learning Strategies; Mathematics Education; *Professional Development; Science Education; *Teaching Methods

This document describes some of the prominent beliefs about how students construct knowledge. These beliefs are guiding principles that teachers can use to implement instructional strategies that facilitate learning. Instructional examples in mathematics and science follow each principle to help the reader envision how the principle promotes student learning. A list of teacher actions that support each principle follows the classroom examples. The description of each principle concludes with implications for staff development. The principles are: (1) each student must actively construct his/her own meaning in order to understand the material being learned; (2) learning depends on the previous understandings that students bring to the learning situation; (3) what, and how much, is learned depends on the context in which it is learned; (4) what is learned depends on the shared understandings that students negotiate with the teacher and with each other; (5) constructivist teaching involves meeting students "where they are" and helping them move to higher levels of knowledge and understanding; (6) teachers can use specific teaching methods to facilitate student's active construction of knowledge; (7) in constructivist teaching, the teacher emphasizes "learning-how-to-learn"; (8) the constructivist teacher uses continuous assessment to facilitate learning; and (9) constructivist teachers are themselves constructivist learners. Contains 38 references. (LZ)

ED 383 640 SO 025 091

Cohen, Elaine Pear; Gainer, Ruth Straus
Art: Another Language for Learning. Third Edition.
PUB DATE- 95
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; Art Expression; *Child Development; *Childrens Art; Cognitive Development; Cognitive Processes; Developmental Stages; Elementary Education; Preschool Children; Visual Arts; Visual Literacy

This handbook, written for teachers, art teachers, and parents of young children, describes actual elementary school classroom experiences. Each anecdote is juxtaposed with a simple explanation of its philosophical and psychological rationale. Symbolic representation of the environment through art making is seen as a natural language, a communication in which visual statements clarify and stimulate ideas. Children relish art, not only for this symbolic value, but also for the aesthetic pleasure derived from the use of materials. Therefore, this book looks at both art as language and as process, and addresses the manner in which these aesthetic experiences are made available to young children at an individual level. It is suggested that art is a more effective way of realizing educational aims of improved reading, classroom behavior, and the quality of learning. Chapters in the first section, "Art and Children", are: (1) "The Significance of Children's Art"; (2) "The Art Process in the Classroom"; and (3) "The Nature of Children's Art." "Art and Learning," the second section, includes: (4) "Learning about One's Self"; (5) "Learning To Think"; (6) "Learning To See"; and (7) "Learning about Feelings." The third section, "Art and the School", includes: (8) "Integrating Art with Other Subjects"; (9) "The School Environment"; (10) "Intelligence, Creativity, and IQ Tests--The View from the Art Room"; (11) "Some School Problems and Prospects"; (12) "A Word to Parents"; (13) "Some Human Concerns"; and (14) "Contributions to Art Education." The Selected Bibliographies are listed in sections: "Philosophy and Methods"; "Materials and their Uses"; "Psychology and Education"; and "Books for Children." An index concludes the book. (MM)

ED 383 657 SP 035 997

Ogden, Darlene H.; And Others
Characteristics of Good/Effective Teachers: Gender Differences in Student Descriptors.
PUB DATE- 11 Nov 94
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Elementary School Teachers; Elementary Secondary Education; Expectation; Graduate Students; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Secondary School Teachers; *Sex Differences; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- Preservice Teachers

This study asked preservice and inservice teachers about their views on the characteristics of an effective teacher and sought to discern whether the gender of the participants influenced the responses. In Fall and Spring semesters, 1993-1994, undergraduates (preservice) education students and graduate students (most were inservice teachers) attending a regional university were asked to write free responses for characteristics of good/effective teachers. They were asked to use one-word concepts if possible. Of 395 participants, 106 were male and 289 were female. Analysis revealed gender differences as well as differences between graduate and undergraduate students in the responses. By far, the most important characteristic in a good/effective teacher, as cited by undergraduate students, was understanding. The most important characteristic, as cited by gradate students was caring. Females, more than males, would like to see teachers show understanding, enthusiasm, creativity, and organization. Males would like to see teachers show fairness, good communication, responsibility, and humor. In addition the results suggested that teachers' personality characteristics were related to their perceived effectiveness, and that perceived personality traits may be as important as technical skills. Also, teacher characteristics appeared, paradoxically, to be independent of the quality of instruction. (Contains 37 references.) (JB)

ED 383 675 SP 036 015

Churchill, Rick; Williamson, John
Too Much Pushed by People Who Don't Understand: The Impact of Educational Change on Australian Teachers' Working Lives.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; *Organizational Change; Principals; Public Schools; *Quality of Working Life; School Administration; Secondary School Teachers; *Teacher Administrator Relationship; Teacher Alienation; *Teacher Attitudes; *Teacher Morale; Teaching Conditions
IDENTIFIERS- Australia (South Australia); Australia (Tasmania)

This paper reports on a study of the impact of educational change on teachers' work in two Australian state education systems. The study was conducted in 1994 with a sample of 89 teachers and 87 school principals working in state schools in South Australia and Tasmania. Data were gathered through a semi-structured interview schedule and "teacher" and "principal" versions of a questionnaire. Teacher respondents identified 79 different changes in education which had significantly affected their work over the previous 5 years. The changes related to four major areas: students learning, teachers classroom teaching, the work of teachers as members of their school staff, and the work of teachers as employees of a statewide education system. Generally teachers on whom the "systemic" changes had the greatest impact reported more negative feelings about that particular change, about education changes in general, and about possible future educational changes than did teachers who felt more affected by changes from the other three areas. Teachers felt that the majority of changes originated in the central offices of their state system and that the changes served the interests of systems management. Only one-third of the teachers believed that the main purpose of the cited change was to improve teachers' teaching or students' learning. Lack of time was reported as the main impediment to effective implementation of change; teachers felt that the change had added to their workload and increased the pressures associated with their work. When the views of school principals were sought, there was strong congruence between the self-reports of teachers and the reports of principals as key observers of teachers work. (Author/ND)

ED 383 336 IR 017 191

Sherry, Annette C.; Burke, William F.

Applying an Interactive Evaluation Model to Interactive Television.

PUB DATE- 95

NOTE- 15p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Mediated Communication; *Distance Education; Educational Television; *Evaluation Methods; Graduate Students; Higher Education; *Interactive Television; Models; Program Evaluation

IDENTIFIERS- *Small Group Instructional Diagnosis

The effectiveness of an evaluation model for interactive television courses was studied. Inquiry was conducted with distance education graduate students using a structured, open-ended questioning format to obtain their authentic voices about a traditional model: Small Group Instructional Diagnosis (SGID), a facilitator-based model how to open the lines of communication between faculty and students. Subjects responded to three questions: what helped their learning in the program?; what hindered their learning?; and what changes would be suggested? At the conclusion of two courses in Telecommunications and Technology for Teachers, participants were asked to evaluate this SGID process using a version of SGID modified for delivery as a computer-mediated communication. Analysis of students' on-line comments and administrative actions indicated that SGID is effective for these students. Participants had a high level of comfort in sending messages to each other, the instructor, and a discussion list. Student interaction between the process and facilitator was cited as an important aspect in the helpfulness of the process. Items on hindering student interactions with the process were identified by more remote students than by those on campus. On-site students were more apt to indicate no interactions hindered the process and that no changes were needed. Administrators demonstrated change activity. These results are consistent with the data on SGID and have potential for those evaluating graduate courses delivered by two-way audio and video. (Contains 27 references.) (Author/MAS)

ED 383 354 JC 950 187

Foti, Patrick A.

Transfer Guides: University at Albany, State University of New York.

PUB DATE- 95
NOTE- 599p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); Community Colleges; Dual Enrollment; Fees; Higher Education; *Institutional Cooperation; *Transfer Policy; *Transfer Programs; Two Year Colleges; Two Year College Students; Universities
IDENTIFIERS- *State University of New York; *Transfer Guides

The State University of New York (SUNY) at Albany has worked with the state's community colleges to develop guides for community college students to identify programs and patterns of study which maximize the transfer of credit from the community college courses toward specific SUNY academic programs. This collection of 11 documents provides the transfer guides for (alphabetically): Adirondack Community College, Columbia-Greene Community College, Fulton-Montgomery Community College, Hudson Valley Community College, Monroe Community College, Nassau Community College, Rockland Community College, Sage Junior College of Albany, Schenectady County Community College, Suffolk Community College, and SUNY College of Agriculture and Technology at Cobleskill. Each transfer guide opens with an introduction describing the purpose of the guide and a profile of the SUNY system. Next, a list is provided of specific transfer agreements in existence between the college and SUNY by area of study, and a discussion is provided of joint admissions and transfer credit policies, restricted programs, degree and general education requirements, and available financial aid. Following information on fees and a directory for the college, the programs of study for which the college has negotiated an articulation agreement with SUNY are presented, including fall and spring course sequences for the first and second years. Finally, the joint admissions agreement between the college and SUNY and a list of transfer course equivalents are provided. (KP)

ED 383 408 PS 022 909

Light, Paul, Ed.; Butterworth, George
Context and Cognition: Ways of Learning and Knowing.
PUB DATE- 92
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; Cognitive Development; *Cognitive Processes; Concept Formation; *Context Effect; Cultural Context; Interpersonal Relationship; *Learning Processes; Learning Theories; Mathematics Education; Play; Reciprocal Teaching; Science Education; Social Environment; Student Attitudes; Transfer of Training
IDENTIFIERS- Knowledge Acquisition; *Situated Learning

This collection of essays illustrates various aspects of the recent trend to situate accounts of cognitive development. The essays examine contextual sensitivity in relation to ecological theories of perception and cognition, and contrast intuitive reasoning in mathematical and other scientific domains with the child's difficulty with reasoning in formal context, such as the school. A central concern of the collection is the generalizability of knowledge and its transfer from one context to another. Following an introductory chapter (George Butterworth), chapter 2 (Antonio Roazzi and Peter Bryant) examines how the context in which cognitive problems are given to young children has different implications for different social groups. Chapters 3 (Neil Mercer) focuses on the definitions of "context" and "culture" in relation to situated learning. Chapters 4 (Analucia Dias Schliemann and David William Carraner) and 5 (Jean Lave) examine how particular knowledge, such as propositional reasoning and word problems, may function in a situationally constrained fashion. Chapter 6 (Jacquelyn Baker-Sennett and others) explores the sociocultural processes of creative planning through the process of children's collaborative creation of a play. Chapter 7 (Giyoo Hatano and Kayoko Inagaki) examines the context-bound nature of our knowledge and competence, and its possible change in the course of acquiring expertise. Chapter 8 (Vittorio Girotto and Paul Light) explores the pragmatic base of children's reasoning. Finally, chapter 9 (Jacqueline J. Goodnow and Pamela Warton) suggests overcoming the limitation of conventional accounts of context and cognition by adopting a pluralist view. (AA)

ED 383 621   SO 024 982

Gersmehl, Philip J.
The Language of Maps. Pathway in Geography Series, Title No. 1.
PUB DATE- 91
NOTE- 207p.; Restriction on the copying of pages for classroom use.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cartography; Demography; Earth Science; Elementary Secondary Education; Geographic Location; *Geography; Instructional Materials; *Locational Skills (Social Studies); *Maps; *Map Skills; Study Skills; *Topography

This book of instructional materials is intended to support the teaching and learning of themes, concepts and skills in geography at all levels of instruction. Divided into five parts, part 1 of this Teacher's manual, "Communicating Basic Spatial Ideas," offers the following: (1) "Introduction"; (2) "Location"; (3) "Distance"; (4) "Direction"; (5) "Area and Volume"; (6) "Scale"; (7) "The Global Grid"; (8) "Map Projections"; (9) "The Universal Transverse Mercator Grid"; and (10) "The United States Public Land Survey." Part 2, "Depicting the Shape of the Land," includes: (1) "A Topographic Map Primer"; (2) "Topographic Map Symbols"; (3) "Elevation"; (4) "Slope"; (5) "Profiles"; (6) "Routes"; (7) "Topographic Positions"; and (8) "Sample Quiz Questions." Part 3, "Interpreting Topographic Maps," lists the following: (1) "Landforms"; (2) "Drainage Patterns"; (3) "Forest Cover"; (4) "Survey Systems"; (5) "Transportation Patterns"; (6) "Rural Settlement Patterns"; (7) "Urban Street Patterns"; (8) "Industrial Features"; (9) "Mining Features"; (10) "Placenames and Cultural Features"; and (11) "Sample Quiz Questions." A transition lesson, "Extracting Themes from Topomaps," leads to Part 4, "Reading Thematic Maps," which includes: (1) "Data Types"; (2) "Symbolization"; (3) "Photomap"; (4) "Planimetric Map"; (5) "Perspective Map"; (6) "Point-Symbol Map"; (7) "Spot-Measurement Map"; (8) "Proportional-Symbol Map"; (9) "Flowline Map"; (10) "Repetitive-Symbol Map"; (11) "Bounded-Area Map"; (12) "Choropleth Map"; (13) "Cartogram"; (14) "Plat Map"; (15) "Pixel-Coded Map"; (16) "Spectrally Classified Image"; (17) "Isoline Map"; (18) "Multiple Symbolic Languages"; (19) "Temporal-Trend Map"; and (20) "Data Transformation." Part 5, "Searching for Meaning on Maps," includes the following: (1) "Locational Patterns on a Map"; (2) "Distance Patterns on a Map"; (3) "Directional Patterns on a Map"; (4) "Line Patterns on a Map"; (5) "Area Patterns on a Map"; (6) "Comparison of Map Patterns"; (7) "Residuals from Map Comparison"; (8) "Connections Among Places on a Map"; (9) "Interaction Among Places on a Map"; (10) "Distortion of a Map Message"; and (11) "Sample Quiz Questions." Appendices also include: (1) "Metric-English conversions"; (2) "Source of Maps"; (3) "Glossary and Index"; and (4) "Answers to Practice Quizzes." (EH)

ED 383 240 FL 800 994

Hennessy, Sharon
ESL Family-Based Tutoring Manual.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Community Coll. Services Office.
PUB DATE- Jun 93
NOTE- 94p.
LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Agents; *English (Second Language); Family Involvement; *Family Programs; *Feedback; Learning Activities; *Learning Processes; *Lesson Plans; Literacy Education; Second Language Instruction; *Tutoring; Tutors; *Volunteers; Volunteer Training
IDENTIFIERS- 353 Project

This guide reports on a project that demonstrated family-based English-as-a-Second-Language (ESL) tutoring delivered by volunteer literacy tutors, many of whom were parents with young children. Group members worked together to define the project in terms of the individuals involved in it. Tutors were trained in the context of the project with tutor meetings and regular opportunities for reflection and learning incorporated into the project. Activities in the tutoring guide were originated and tested in a group setting with input and feedback from student-families and volunteer tutor-families. This guide can be used to conduct individual family-based tutoring, carried out in homes; or to organize groups of volunteers to deliver family-based projects in public places such as churches, schools, community centers or public libraries. The project is based on the assumption that language learning is a process of acquiring knowledge through experience. The guide provides a framework for planning tutoring sessions; suggested themes and topics; information on how to use sample lessons; guidelines for assessing adult language level; a quick guide to child stages; and sample lessons. Sample lesson themes include: families; basic skills/family; basic skills--relationships and senses; time the world; humans/body; food/nature/time; housing/furnishing/basic skills: small/medium/large, hot/cold, soft/hard; housing/security/what things are made of; planting/seasons; and transportation. Contains an extensive references and resources section covering: teaching English as a Second Language (12 items); children's learning and reading (12 items); parent/child activities (22 items); children's literature for ESL families (43 items); and seven singing-reading activities. (CK)

ED 383 259 HE 028 372

Education for a New World, 1994.
PUB DATE- 95
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Donors; Educational Finance; *Exchange Programs; Foreign Countries; Higher Education; *International Educational Exchange; International Organizations; *International Programs; Partnerships in Education; Program Descriptions; Research; *Study Abroad; *Technical Assistance
IDENTIFIERS- Africa; Asia; Central America; Europe; Fulbright Exchange Program; *Institute of International Education NY; North America; Pacific Region; South America; United States Information Agency

This annual report marks the 75th anniversary of the Institute of International Education (IIE) and describes the IIE's 1994 activities and programs. During 1994 more than 10,000 individuals studied, conducted research, received practical training, or provided international technical assistance under 248 programs IIE administered for 217 sponsors, including the United States and foreign governments, international organizations, universities, corporations, and foundations. IIE also provided information on international education to several hundred thousand students, educators, policymakers, and others around the world through publications, videotapes, information centers, seminars, school outreach programs, and university fairs. IIE had 347 employees worldwide in 1994, more than 5,600 volunteers, and a budget of $88.8 million. The report highlights specific programs and activities conducted by IIE, and lists: (1) all current IIE projects and sponsors; (2) associated educational institutions; (3) corporate and individual donors; and (4) regional and overseas offices. It also provides a condensed financial statement. (MDM)

ED 383 390 JC 950 316

Owens Community College Graduate Profile, Academic Year 1992-1993. Revised.
PUB DATE- Apr 94
NOTE- 57p.
LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Colleges; *Education Work Relationship; Graduate Surveys; *Outcomes of Education; Outplacement Services (Employment); *Participant Satisfaction; *Salaries; School Effectiveness; Student Attitudes; Two Year Colleges; Vocational Followup
IDENTIFIERS- *Graduate Attitudes; Owens Community College OH

The fall 1992 and spring 1993 graduating classes of Owens Community College (OCC), in Ohio, were surveyed to assess their employment, salary, and educational status and determine their perceptions of their experience at OCC. Survey results, based on responses from over 90% (n=859) of the graduates, included the following: (1) 92% of respondents were employed, 75% full-time and 17% part-time; (2) 2% of the responding graduates were seeking employment and 6% were not; (3) 86% of the employed respondents were employed in their area of technical training; (4) 16% of the graduates indicated that they had been at their present position before enrolling at OCC, and 46% had been in their present position before graduating; (5) 25% of the graduates indicated that the OCC Placement Office was the source for obtaining their current position, while 42% reported that direct application led to employment; (6) 92% of the respondents were employed within the OCC Service District; (7) 41% of respondents earned an annual income of at least $24,000, 27% earned between $18,000 and $23,999, and 19% earned between $12,000 and $17,999; (8) graduates reported an average hourly wage of $9.59; (9) 23% chose to continue their education at area colleges and universities; (10) 95% reported that they were satisfied with their education earned at OCC; and (11) 38% reported that they would serve as career resources for other OCC graduates. (An institutional effectiveness flowchart; tables of findings for the divisions of health, business, industrial/engineering technology, and public service, and the survey instrument are appended.) (KP)

ED 383 519 RC 020 168

Schmidt, Aurora Camacho de
Cultivating Health: An Agenda for Adolescent Farmworkers.

SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- 94
NOTE- 47p.; Photographs will not reproduce adequately.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Adolescents; *Agricultural Laborers; *Educational Needs; Elementary Secondary Education; *Health Needs; *Health Promotion; Mental Health; Migrant Education; Migrant Health Services; Migrant Programs; Migrant Workers; *Migrant Youth; Occupational Safety and Health; Physical Health; Sexuality; Substance Abuse; Youth Problems

Nearly 20 percent of all migrant farmworkers are adolescents, and as many as half of these may be unaccompanied by their families. These youth clearly have special health and educational needs that require commitment from social institutions and agencies. In June 1991, a conference held in Delray Beach, Florida by the National Coalition of Advocates for Students on health issues affecting adolescent farmworkers was attended by educators and health workers who serve migrant youth, local and national farmworker advocates, and adolescent farmworkers. Participants assessed health needs, identified barriers to addressing those needs, developed priorities, and drafted recommendations. This report presents highlights of the conference, supplemented by interview data collected from service providers and adolescent farmworkers. Conference findings and related interview excerpts are organized around five major areas of concern: (1) substance abuse (drinking and drug use); (2) sexuality (sex education, teenage pregnancy, contraception, sexually transmitted diseases, AIDS, risk factors related to HIV infection, barriers to HIV prevention, and positive programs and practices); (3) mental health (psychosocial stress, family problems, generation gap and cultural gap between parents and teenagers, domestic violence, school attitudes, and dropping out); (4) physical health (nutrition, dental health, and access to health care); and (5) occupational health and safety (child labor, housing, sexual harassment, field sanitation, and pesticides). Extensive recommendations are offered to health care programs, community-based youth programs, local and state education agencies, and national advocacy organizations. Appendices list relevant publications, conference participants, and health service providers interviewed, and detail the size and composition of the U.S. farm labor force. (SV)

ED 383 537 SE 055 807

da Ponte, Joao Pedro, Ed.; Matos, Joao Filipe, Ed.
Proceedings of the International Conference for the Psychology of Mathematics Education (PME) (18th, Lisbon, Portugal, July 29-August 3, 1994). Volumes I-IV.

PUB DATE- Jul 94
NOTE- 1,510p.
LANGUAGE- English
EDRS Price- MF12/PC61 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Affective Behavior; *Algebra; Beliefs; Calculators; College Mathematics; Computers; Cultural Influences; Elementary Secondary Education; Epistemology; Functions (Mathematics); Geometry; Graphs; Higher Education; *History; Imagery; Language; *Learning Theories; Mathematical Models; Mathematics Instruction; Measurement; Metacognition; Number Concepts; Probability; Problem Solving; Proof (Mathematics); Rational Numbers; Ratios (Mathematics); Sex Differences; Socioeconomic Influences; Statistics; Student Evaluation; Teacher Education
IDENTIFIERS- *Mathematics Education Research; *Psychology of Mathematics Education; Representations (Mathematics); Subject Content Knowledge

The Proceedings of PME-XVIII have been published in four separate volumes because of the large number of individual conference papers reported. Volume I contains brief reports for 11 Working Groups and 8 Discussion Groups, 55 "Short Oral Communications," 28 Posters, 5 Plenary Panel reports, and 4 Plenary Session reports. Volume II contains 50 Research Reports covering authors with last names starting with A-G. Volume III contains 52 Research Reports covering authors with last names starting with G-O. Volume IV contains 54 Research Reports covering authors with last names starting with P-Z. In summary, the four volumes contain 156 full-scale Research Reports, 4 full-scale Plenary Session Reports, and 57 briefer items. Conference subject content can be conveyed by a listing of the Plenary Panels and Plenary Session Reports. Plenary Panels: "The History of Mathematics and the Learning of Mathematics: Psychological Issues (Paul Ernest); "Relations Between History and Didactics of Mathematics" (Lucia Grugnetti); "The Case of Pre-Symbolic Algebra and the Operation of the Unknown" (Teresa Rojano); "What History of Mathematics Has to Offer to Psychology of Mathematical Thinking" (Anna Sfard); "Practical Uses of Mathematics in the Past: A Historical Approach to the Learning of Mathematics" (Eduardo Veloso). Plenary Session Reports: "The Historical Dimension of Mathematical Understanding--Objectifying the Subjective" (Hans Niels Jahnke); "A Functional Approach to the Introduction of Algebra: Some Pros and Cons" (Carolyn Kieran); "Researching from the Inside in Mathematics Education: Locating an I-You Relationship" (John Mason); "Mathematics Teachers' Professional Knowledge" (Joao Pedro da Ponte). (MKR)

Sexual Harassment in the Classroom.

SPONS. AGENCY- Albany-Schoharie-Schenectady Board of Cooperative Educational Services, Albany, N.Y.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Antisocial Behavior; *Civil Rights; Elementary Secondary Education; Emotional Abuse; *Sex Bias; Sexual Abuse; *Sexual Harassment; Social Bias; Verbal Abuse
IDENTIFIERS- *New York

This brief pamphlet, developed for New York schools, presents a concise overview of sexual harassment in the classroom. The paper contains the following sections: (1) What is the definition of sexual harassment? (2) What is important to remember about sexual harassment? (3) Can sexual harassment be prevented? and (4) What if sexual harassment occurs? In section 4, there is a guide for the student and a guide for the educator in dealing with sexual harassment. A 6-item resource list also is provided. (EH)

ED 383 602 SO 024 859

Long, Dianne N.
Skill Building and Political Science: The Undergraduate Intern Experience.
PUB DATE- Sep 94

NOTE- 10p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 1-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Clinical Experience; Cooperative Education; *Experiential Learning; *Field Experience Programs; *Field Instruction; Higher Education; *Internship Programs; On the Job Training; Political Science; Practicums; Practicum Supervision; Work Experience Programs

This paper focuses on approaches to designing and managing the undergraduate intern experience in political science, and its companion disciplines, public administration, and public policy. Specifically, it describes ways of connecting the internship with the undergraduate curriculum to provide skill building experiences for students as part of the course of study. The paper is organized into three sections: (1) rationalizing the internship; (2) designing the experience; (3) designing work for learning styles; and (4) managing the intern program. Personal experiences of 25 years of intern supervisory experience has led to the following conclusions: (1) the soundest, trouble-free programs come from a strong rationale or link to the academic program; (2) these exemplary programs all have a good job design and management; and (3) commitments by faculty, job supervisors, and participating students are all strong. The second on learning styles lists types of placements with a focus on skills. It has a lengthy analysis of the various types of agencies available for placement and what types of skills students may develop. (EH)

ED 383 300 IR 017 155

Hettinger, Gary
Raising the Level of the Debate: The Effects of Computer Mediated Communication on Group Dynamics and Critical Thinking Skills.
PUB DATE- 95
NOTE- 9p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Cognitive Development; College Students; *Computer Mediated Communication; *Critical Thinking; Electronic Mail; Group Discussion; *Group Dynamics; Higher Education; *Interaction Process Analysis; *Interpersonal Relationship; Questionnaires
IDENTIFIERS- *Field Theory; Pennsylvania State University

This study investigated the use of computer mediated communication (CMC) to increase the cognitive level of student discourse by allowing students to reflect on difficult concepts on an as needed basis. The role of electronic mail (e-mail) interaction in producing a positive group feeling and closer personal relationships is also examined. Field theory, which considers components of group interaction based on spatial factors, systems of tension and field forces, was the basis by which the dynamics and productivity of the group was analyzed. The target population for the study consists of 17 adults enrolled in a course at Pennsylvania State University in the spring of 1994. Students were encouraged during regular class meetings to participate and discuss issues via e-mail. Two questionnaires were administered to students. The first, administered early in the semester, gathered data concerning hardware, software, existing personal relationships, personal data, biographical data, type of e-mail communication package, access to computers, types of computer available, location of access, problems with access, and spatial relationships. The second, administered at the end of the semester, gathered data concerning current spatial relations, systems of tension and field forces. During the 15 weeks of the course, 178 messages were generated. These were evaluated as falling into categories of cognitive activity. Eighty-four percent of the students felt that the CMC caused them to move in a positive direction in both the personal and cognitive areas; however, requiring students to discuss topical issues after class using e-mail is an insufficient situation for increasing critical thinking skills and affecting the group dynamic. (Contains 8 references.) (AEF)

Leh, Amy Sheng-Chieh
The Reformation in Foreign Language Instruction.
PUB DATE- 95
NOTE- 12p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Technology; Electronic Mail; Higher Education; Language Laboratories; Questionnaires; *Second Language Instruction; Surveys; *Teacher Attitudes; Teacher Education; *Teacher Workshops
IDENTIFIERS- Arizona State University; Toolbook

This article reports on how foreign language instructors at Arizona State University at Tempe are encouraged and taught to use technology in their teaching. Section one introduces the reasons why technology is helpful for foreign language instruction. Section two describes foreign language instructors' attitude toward using technology in their teaching. The efforts of the foreign language department at the university to improve its teaching via technology are depicted in Section three. Renovated audio-visual, language computing, and mediated classrooms labs are described. A two-week language technology workshop was conducted to train instructors in the use of educational technologies, specifically Toolbook, an authoring program for designing instruction, and electronic mail (e-mail). Instructors' attitudes toward using technologies and their personal assessments of various technologies were surveyed. It was discovered that foreign language instructors were not familiar with technology and seldom used it in their teaching before the workshop. However, they had a very positive attitude about the use of technology in language teaching. An appendix includes the four workshop questionnaires and tables summarizing instructor's attitudes of technology use before and after the workshop, and instructors' self-assessment and attitudes concerning the use of Toolbook and e-mail familiarity. (Contains eight references.) (MAS)

ED 383 372   JC 950 296

Gibson-Benninger, Barbara; And Others

The Implications of a Democratic Vision of Community College Leadership.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Council of Universities and Colleges (75th, Minneapolis, MN, April 22-24, 1994). For related documents, see JC 950 291-295.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Presidents; Community Colleges; *Cultural Pluralism; Equal Education; *Leadership Qualities; Leadership Styles; *Leadership Training; Organizational Change; Organizational Climate; *Participative Decision Making; Program Descriptions; Two Year Colleges

A fundamental challenge facing community college presidents and senior-level staff is to create an environment in which diverse qualities of students and staff make positive contributions to the organization. This requires replacing conceptions of leadership as one person at the top who has power with a vision of democratic leadership which creates opportunities for participative decision-making, leadership opportunities for women and underrepresented minorities, and multicultural communities. Graduate programs in community college leadership at the Maricopa County Community College District (Arizona), North Carolina State University, and the University of Texas at Austin are exemplary in their inclusion of the principles of democratic leadership in their training. Based on elements of these programs and the democratic approach to leadership, the following elements can be viewed as essential to leadership preparation: (1) an understanding of organizations as cultures; (2) a sensitivity to individual differences which enables all members of the campus community to contribute to decisions and change; (3) a commitment to empowering diverse constituents, recognizing that equal opportunity is not merely a policy but a vision which can be achieved; (4) a recognition of mentoring as a vital part students' experiences; and (5) an emphasis on team-building through cooperative and collaborative work. (Contains 42 references.) (KP)

ED 383 428 PS 023 231

McMurray, Paula; And Others
Exploring Teacher and Student Perspectives in an Early Childhood Classroom through an Ethnographic Lens.

SPONS. AGENCY- Iowa State Univ. of Science and Technology, Ames.
PUB DATE- 14 Oct 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 14, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Conflict; Conflict Resolution; Ethnography; *Interpersonal Relationship; *Perspective Taking; Preschool Education; *Social Development; *Teacher Student Relationship; *Young Children

This study explored teacher and student perspectives of a specific event in an early childhood classroom. The study replicates previous research on the construct of positionings to study social interaction in a prekindergarten integrated classroom. Subjects were one teacher and one 5-year-old student. A 20-minute segment of videotape was observed and transcribed to: (1) identify positionings (for example, controlling, asserting; complying) from the teacher's and the student's perspectives; (2) make visible the reciprocity of social interaction; and (3) explain the participants' options in accepting or rejecting positionings. Positionings were coded by three researchers who arrived at a consensus to determine the most appropriate label for a certain behavior. Specific positionings emerged from the data which demonstrated that teachers and children have different, sometimes conflicting perspectives of the same interaction. Results suggest that early childhood teachers need to be aware of their students' perspectives to facilitate interactions, reduce conflicts, build mutual respect, and support children's autonomy. (WP)

ED 383 447 PS 023 337

Cusworth, Robyn Ann

The Framing of Educational Knowledge through "Show-and-Tell" in Elementary Classrooms.

PUB DATE- Apr 95

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Classroom Techniques; *Educational Attitudes; *Elementary School Curriculum; *Elementary School Teachers; Ethnography; Foreign Countries; Learning Activities; Parent Attitudes; Primary Education; State Surveys; Student Attitudes

IDENTIFIERS- Australia (New South Wales); *Show and Tell

This study sought to determine the role of "Show-and-Tell" or "Newstime" in children's early school experiences. The study drew upon: (1) three case studies of newstime in kindergarten classroom in two Sydney, Australia, classrooms; (2) a state-wide questionnaire that surveyed 392 kindergarten through Grade 2 (K-2) teachers in New South Wales concerning their newstime practices; and (3) an ethnographic study in a kindergarten classroom in which newstime was explored from the perspectives of the teacher, the children, and a small group of parents. The study found that Show-and-Tell or Newstime is a regular part of a large majority of K-2 classrooms in New South Wales and that teachers have explicit purposes for including this activity in the curriculum. Teacher emphasis is on skill development rather than on the provision of opportunities to share oral narratives. The findings suggest that disparities exist between the pedagogical purposes cited in the research literature, teacher intentions, and the reality of newstime as it is organized in the classroom. (Contains 56 references.) (MDM)

ED 383 502 RC 020 101

Chapter 1 in Ohio: Elementary and Secondary Education Act. 29th Annual Evaluation Report, Fiscal 1994.
SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Mar 95
NOTE- 33p.; Photographs and highlighted boxes containing summaries may not reproduce adequately. For 27th Annual Evaluation Report, see ED 360 045.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Compensatory Education; Costs; Delinquency; Disabilities; *Educationally Disadvantaged; Elementary Secondary Education; *Enrollment; Federal Aid; Inservice Education; Migrant Children; *Migrant Education; Parent Participation; Special Needs Students; *State Programs; Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Ohio

This report summarizes activities in Ohio during fiscal 1994 under Chapter 1 of the Elementary and Secondary Education Act, which authorizes a federally funded compensatory program for several groups of educationally disadvantaged children. Funds for basic programs are allocated according to the number of children aged 5-17 residing in a district who are in institutions or foster homes or whose families have low income or are receiving Aid to Families with Dependent Children. Most activities were conducted during the regular school term; over half the activities were for grades 1-3. Reading received primary emphasis with 63 percent of funding, while 21 percent went to math instruction. Salaries and related costs accounted for 87 percent of funds. Instructional effectiveness was determined by test scores reported in normal-curve-equivalent units. Parent advisory councils were intrinsic to successful outcomes. Special Chapter 1 programs served migrant, disabled, and neglected or delinquent students. Migrant programs provided supplementary instruction, particularly in English language skills and primarily during the summer, and support services such as transportation and meals. The Ohio Department of Education provided technical assistance to participating school districts and state agency schools. Thirty-two data tables provide details on total funding, student participation by grade and instructional area, private school students, achievement gains, budget categories, teachers and other staff, parent involvement, and 5-year trends. Summary pages highlight program successes. (JAT)

ED 383 558 SE 056 361

Ellis, James D.; Maxwell, Donald E.

Intervening in the Professional Development of Science Teachers: The Colorado Science Teaching Enhancement Program. Interim Report of the Formative Evaluation of CO-STEP.

SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 12 Apr 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Biological Sciences; Elementary Education; *Elementary School Science; Elementary School Teachers; Environmental Education; *Faculty Development; Inservice Teacher Education; *Instructional Effectiveness; Intermediate Grades; Physical Sciences; Program Descriptions; Program Evaluation; Science Education; *Science Teachers; *Teacher Education Programs
IDENTIFIERS- *Colorado

The purposes of the Colorado Science Teaching Enhancement Program (CO-STEP) are to improve the background in science content and the instructional skills of teachers in grades four through six throughout Colorado and to support the implementation of effective instruction. A network of six Teacher Development Centers in Colorado coordinate teacher enhancement programs and follow-up implementation support. Physical science (physics, chemistry, geology, meteorology, and astronomy), life science, and environmental science content that is essential to teaching science in the upper-elementary grades is a central focus of the program. Teachers also learn how to infuse the science content into their curriculum and instruction. During the program teachers develop instructional skills, including cooperative learning, constructivist-based teaching strategies, and innovative assessment procedures. Participating teachers adapt instructional units from existing curriculum materials and field test, evaluate, and revise the units for use in their classrooms. This document discusses the project goals and objectives, project design, rationale for CO-STEP, general model of the teacher development program, the teacher development program, evaluation plan, evaluation results (quantitative and qualitative) for each of the centers, and conclusions. Contains 67 references. (LZ)

ED 383 658 SP 035 998

Masztal, Nancy; Singleton, Dorothy
Observations and Opinions of Student Teachers while in the Field.
PUB DATE- Nov 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Higher Education; Manipulative Materials; Mathematics Materials; Multicultural Education; Preservice Teacher Education; Secondary School Teachers; Social Studies; Special Needs Students; *Student Teacher Attitudes; *Student Teachers; Student Teaching; Teacher Education Programs; *Teaching Methods; Writing Instruction
IDENTIFIERS- Alternative Assessment; Hands On Experience

This study surveyed teacher education students during their student teaching assignments in order to determine their perspectives on their preparedness for the classroom and their observations or use of effective teaching strategies during their student teaching experiences. Responses were obtained from 31 preservice teachers, 26 elementary and 6 secondary. The student teachers responded to questions that assessed their knowledge of: content areas, instructional and evaluative practices, school climate, learning disabilities, and at risk behaviors. In addition, the student teachers expressed opinions regarding their perceptions of the conditions of teaching. A comparison of the mean levels of the two groups of student teachers (elementary and secondary) was made. Significant differences between the groups were found in: adequate time for teaching academic content (secondary preservice teachers thought they had more time); infusion of multicultural appreciation (elementary preservice teachers did more of this); use of mathematics manipulatives (those in elementary education did more of this); and integrative social studies units (elementary preservice teachers experienced integration of curricula twice as often as those at the secondary level). Responses from the sample, as a whole, identified areas that need to be modified or addressed in their teacher education program. (Contains 20 references.) (Author/JB)

ED 383 676 SP 036 016

Kasten, Barbara J.; Ferraro, Joan M.
A Case Study: Helping Preservice Teachers Internalize the Interconnectedness of Believing, Knowing, Seeing, and Doing.

PUB DATE- 22 Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Philosophy; Education Courses; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Reflective Teaching; Seminars; Student Journals; *Student Teacher Attitudes; Student Teachers; *Teacher Competencies; Teacher Role; Teaching Methods

This case study used an expanded method for helping student teacher interns examine their interpretation of what it is to be a teacher. Participants were two faculty members and four groups of preservice teachers working in a collegial environment at a small liberal arts college. Students participated in a professional development seminar that functions as a culminating reflective activity for the students' professional preparation. Study components included the students' own case studies of themselves, analysis of student progress toward 10 program competencies, journals, self-analysis videotaping, and portfolios. During the seminars the researcher-facilitators modeled reflective strategies and an action research process by responding to the interns' written commentaries and engaging them in discussion. Constant change and modification to respond to the group and their changes was a central component of the process of the study. The process showed that the student teaching seminar raised the interns' philosophy of teaching to a consciousness that was intentional, not just implicit. Through the seminar's many opportunities for reflection, the interns were able to "work at" their philosophy. Interns used the knowledge gained from their professional coursework as building blocks for designing their own teacher identity. (JB)

ED 383 281 IR 017 106

Schlegel, M. J.
A Handbook of Instructional and Training Program Design.

PUB DATE- 95
NOTE- 279p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Evaluation Methods; *Information Technology; *Instructional Design; Material Development; Needs Assessment; Program Implementation; Summative Evaluation; *Training

Although it is generally argued that information technology (IT) is a science rather than an art, very few professionals follow a process of systematic evaluation and revision, usually due to the level of difficulty and time constraints involved. The intent of this document is to provide a framework for evaluation and revision of instructional design and training via the personal computer, or paper and pencil aids. When implemented, this framework organizes and simplifies the process of evaluation. The generic Design Model of Analyze, Design, Development, Implementation, and Evaluation (ADDIE) is utilized, and detailed job aids are provided in the form of rating sheets and checklists. The five major phases of the design model are discussed: (1) front-end analysis; (2) training needs analysis; (3) instructional design; (4) material development; and (5) implementation. Phase 1 identifies a perceived knowledge deficiency and defines the problem. Phase 2 provides a detailed, relevant list of the skills and knowledge that will make up the content of the training course and a preliminary delivery strategy matching the material to be learned to learner characteristics. Phase 3 outcomes include: determining instructional objectives; developing tests for the objectives; confirming overall delivery strategy; and developing design specifications to used in Phase 4. Phase 4, materials development, considers two major areas, appearance and effect. Feedback from pilot testing is used in the final implementation process, phase 5. Checklists of major steps are provided for each phase. Front-end analysis, training needs analysis, and materials development evaluation checklists are included. The final section, "Summative Evaluation of Training," facilitates the evaluation process through the use of either Kirkpatrick's level of evaluation or the Brethower and Rumler adaptation, and the four levels of training evaluation are outlined. An example training follow-up survey is provided. (Contains 9 references.) (MAS)

ED 383 337 IR 017 192

Scholdt, Greg P.; And Others

Sharing across Disciplines--Interaction Strategies in Distance Education. Part 1: Asking and Answering Questions.

PUB DATE- 95
NOTE- 6p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; *Computer Mediated Communication; Distance Education; *Educational Television; Geographic Location; *Interaction; *Learning Processes; Perception; *Teacher Student Relationship
IDENTIFIERS- Questions

This study focuses on specific interaction behaviors rather than looking at overall levels of interaction. These behaviors can be seen as important starting points or integral components of interactive dialogue. If students perceive barriers to asking and answering questions, interaction may be seriously curtailed. The purpose of this study is to investigate learner perceptions of the ease of asking and answering questions in the television classroom, and how these perceptions are affected by the location of the individual sending the message, the location of the individual receiving the message, and the type of message being sent. Learners from the remote site locations rated the television classroom as significantly easier than the traditional classroom for asking and answering questions. Learners from the on-site studio classroom did not rate the two as significantly different. The learner location (studio or remote) or type of communication (ask or answer) did not have a significant effect on learner perceptions of the ease of communication with the instructor. Asking or answering questions at the same site was perceived to be significantly easier than at different sites, suggesting the importance of the other learner in learner-learner interaction. Learners perceived sending answers to be easier than asking questions when communicating with learners at a different site; however, they found asking questions to be easier than answering them when communicating with learners at the same site. Two figures illustrate results. (Contains 17 references.) (MAS)

Lewis, Karron G., Ed.
The Journal of Staff, Program, & Organization Development, Volume 12. Summer 1994-Spring 1995.
PUB DATE- 95
NOTE- 266p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Cooperative Learning; Cultural Awareness; *Faculty Development; Film Libraries; Higher Education; Individualized Instruction; Instructional Improvement; Mentors; *Organizational Development; Outcomes of Education; *Program Development; Program Evaluation; Program Improvement; Sexual Harassment; *Staff Development; Student Attitudes; Teacher Attitudes; Teacher Effectiveness; Teacher Orientation; Two Year Colleges; Women Faculty

This quarterly publication serves as a medium for the exchange of ideas regarding the planning, design, implementation, and evaluation of professional development practices at two- and four-year colleges. The four issues in volume 12 feature the following articles: (1) "The Course Syllabus Reexamined," by James O. Hammons and Jackson R. Shock; (2) "Developing an Administrative Response to Sexual Harassment in the Educational Setting," by Jerry H. Hickerson and Alex B. Johnson; (3) "Women as New Professors: Exploring Gender Consciousness," by Susan M. Drake and Vera E. Woloshyn; (4) "Mentoring New Faculty," by Cherie De Jong, Margaret Hartman, and Janet Fisher-Hoult; (5) "Practical Guide to Developing and Implementing Cultural Awareness Training for Faculty and Staff Development," by Joanne L. Smikle; (6) "Perspectives on Scholarship in Education: Undergraduate and Graduate Students' Views on Faculty Scholarship," by Terry L. Wiedmer; (7) "Toward an Exemplary Teaching Videotape Library for Faculty Development," by Erin Porter, Debra K. Meyer, and Anastasia S. Hagen; (8) "Beyond Isolationism: Faculty Orientation as a Long-Term Commitment," by Penelope Lisi, Dimitrios Pachis, and Carol Williams; (9) "Collaborative or Cooperative Learning? Complimentary Practices for Instructional Reform," by Celeste M. Brody; (10) "A Picture of Outcome-Based Clinical Teaching Effectiveness," by Kathleen Krichbaum; (11) "Reflections of a New Faculty Member," by Ruth L. Scott; (12) "Evaluating Staff Development Programs," by Cindra Smith and Barbara Beno; (13) "Program Review: A Step-by-Step Process for Positive Change," by Virginia Foxx, Suzanne Owens, Tom Sappington, and Virginia Hege Tobiassen; (14) "Teaching is 'Job Number One': New Faculty at a Comprehensive University," by Virginia Branch; (15) "Revisited: Students' Assessments of Effective Teaching Behaviors and Characteristics," by Julie A. Hughes Caplow, Judy M. Wedman, and John F. Wedman; and (16) "Faculty Perceptions of Teaching Support Center Activities," by Diane H. Jackman and Michael K. Swan. (KP)

ED 383 466 PS 023 363

Fields, Doreatha J.

Enhancement of Early Childhood Professional Status as a Bridge to Positive Parent Perception and Respect for Early Childhood Educators.

PUB DATE- 95
NOTE- 56p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; *Attitude Measures; Change Strategies; Child Advocacy; Child Caregivers; Child Development Centers; Child Development Specialists; Day Care; *Day Care Centers; Early Childhood Education; *Parent Attitudes; Parents; Practicums
IDENTIFIERS- *Parent Caregiver Relationship

This practicum was designed to enhance the perception of the early childhood professional among parents of children at an on-site child development center in a medical center. A pattern was documented of negative communication and lack of respect for the goals and policies of the child care center. The practicum's goal was to replace the parental misconception of early childhood professionals as "baby-sitters" with an increased awareness of early childhood professionals as "educators." Three expected outcomes were articulated to evaluate the practicum by means of a survey. An awareness program was developed that included activities providing information and education regarding the role, significance, and necessity of early childhood education in the lives of young children. Networking and collaborative activities provided opportunities for parents to develop positive interaction with child care professionals. A child advocacy forum was held to increase collaboration among parents and teachers; and a media campaign provided visibility and education for the parents. A parent survey measured program effectiveness and parent perception. Survey data indicated there were increased positive perceptions of early childhood education and increased interaction and mutual respect between parents and educators. The survey form is included. (Contains 26 references.) (TM)

ED 383 485 RC 019 747

McAvoy, Leo H., Ed.; And Others
Coalition for Education in the Outdoors Research Symposium Proceedings (2nd, Bradford Woods, Indiana, January 14-16, 1994).
PUB DATE- Jan 94
NOTE- 104p.; For the first symposium, see ED 352 226. For the individual papers published in the second symposium, see RC 019 748-756. Because this entire proceedings is not available as such from ERIC, the introductory material to the proceedings, providing information about the coalition, has been appended to the first of the analyzed papers (RC 019 748) to preserve it.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adventure Education; Camping; *Educational Practices; Educational Principles; *Educational Research; Environmental Education; Individual Development; *Leadership Training; *Outcomes of Education; *Outdoor Education; Program Evaluation; Research Methodology; Research Needs
IDENTIFIERS- Outdoor Leadership

This proceedings contains nine conference papers, as well as abstracts of an additional seven papers, on research related to outdoor education. A preface, "Building a Research Community for Outdoor Education" (Anderson B. Young), describes the role of the Coalition for promoting information exchange and cooperation among outdoor education scholars. Full-text papers are: (1) "Outdoor Education Research: Implications for Social/Educational and Natural Resource Policy" (Alan Ewert, Leo McAvoy); (2) "Methods, Measures, and Madness: Possibilities for Outdoor Education Research" (Karla Henderson, Karen Fox); (3) "The Influence of Outdoor Education on Curriculum Integration: A Case Study" (Bert Horwood); (4) "Outward Bound: The Congruence of Principles and Practice" (Cheryl A. Estes); (5) "Multicultural Education through Shared Adventure" (Alan N. Wright); (6) "The Great Outdoors and Beyond: Common Threads in Leadership Training on Land, in the Air, and in Space" (Cheryl Irwin, Maurice Phipps); (7) "Learning about Ethical Outdoor Leadership" (Karen Fox, Mark Reed); (8) "The Relationship of Continuum Scaling Scores and Certainty Scaling Scores on the Outdoor Situational Fear Inventory" (Anderson B. Young, Thomas Quinn, Thomas W. Steele); and (9) "The Status of Evaluation in ACA Accredited Camping Programs" (Karla A. Henderson, M. Deborah Bialeschki). Abstracts (2-3 pages in length) cover such topics as moods of participants in short-term and long-term outdoor courses, anxiety and performance in outdoor adventure activities, effects of wilderness leadership training on decision-making abilities, the spiritual dimension of outdoor travel experiences, development of environmental empathy in secondary school students, and evaluation of environmental education. (SV)

ED 383 581 SO 024 745

Filicko, Therese; Boiney, John A.
Caveat Civitas: The Influence of Efficacy and Trust on Attention to Political Information.
SPONS. AGENCY- Case Western Reserve Univ., Cleveland, Ohio.
PUB DATE- Sep 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 1-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civics; *Elections; *Individual Power; *Political Attitudes; *Political Science; Political Socialization; *Presidential Campaigns (United States); Self Efficacy; Social Attitudes; Social Science Research; Trust (Psychology)

This research study used citizen profile data from the National Election Study surveys for the presidential elections years from 1980 through 1992. By crossing internal efficacy and trust indicators, the researchers hypothesized citizens would fit into four types: (1) the "Wary Monitors" have high internal efficacy and low trust with the highest attention to politics of any of the four groups; (2) the "Satisfied Citizens" will be the next largest group with high efficacy ratings and high trust; (3) the "Suspicious Uncertains" have low efficacy and low trust with lower levels of attention to politics than the previous groups; and (4) the "Contented Complacents" have low efficacy and high trust with the lowest amount of attention to politics. Results suggested primary impact of an individual's feelings of competence concerning political affairs lies with attention to political information. Implications for education are suggested. (EH)

ED 383 641 SO 025 092

Efland, Arthur D.
A History of Art Education: Intellectual and Social Currents in
Teaching the Visual Arts.
PUB DATE- 90
NOTE- 305p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Art Education; *Educational History; Educational Philosophy; Educational Trends; Elementary Secondary Education; Higher Education
IDENTIFIERS- Nineteenth Century; Twentieth Century

This book examines the historic developments of art education in the context of general educational trends and currents of social forces. The work is divided into 8 chapters. Chapter 1, "Art Education: Its Social Context", sets the philosophic basis for the book. Chapter 2, "Western Origins of Art Education", surveys educational practices from classical times to the 18 century. The next 3 chapters are devoted to developments in the 19 century. Chapter 3, "The Visual Arts and the Industrial Revolution", explores the organization of art education in academies for artists, the development of specialized trade schools for industrial workers, and the scholarly study of art by laymen in colleges and universities. Chapter 4, "The Invention of Common School Art", deals with the rise of the common school in response to the Industrial Revolution and the forms of art education within its curriculum that led to the industrial drawing movement of the 1870s. Chapter 5, "The Stream of Romantic Idealism in Art Education", draws together the influence of the romantic movement in such manifestations as the kindergarten movement, the role of women in education, and the picture study and school decoration movements. The remaining chapters cover art education through the 20th century. Chapter 6, "Social Darwinism and the Quest for Beauty", describes the period prior to World War I, and discusses the impact of the child study movement and the effects of social Darwinism on art education. The impact of the arts-and-crafts movement on teaching practices is also discussed. Chapter 7, "The Expressionist and Reconstructionist Streams in Art Education," covers the period between the First and Second World Wars, and explores art education in the context of the progressive education movement. Chapter 8 summarizes the developments from the end of World War II to the present. The chapter ends with the development of an interpretive perspective based on the idea that several streams of influence effect the development of art education. The book includes notes, references, and an index, and short biographical sketch of the author. (MM)

ED 383 260 HE 028 373

Investing in Human Capital. Leadership for the Challenges of the 21st Century. Edited Proceedings of the Institute of International Education Forum (75th, New York, New York, October 27, 1994).

PUB DATE- 95

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Cultural Influences; Developed Nations; Developing Nations; *Economic Development; Economic Impact; Educational Attitudes; *Educational Trends; Foreign Countries; *Global Approach; Higher Education; *International Education; Mass Media Role; *Telecommunications; World Problems

IDENTIFIERS- United States

These proceedings highlight the Institute for International Education's forum on the implications of the emergence of a global economy and the worldwide communications revolutions for international education and training. Over 200 individuals from the corporate, foundation, government, academic, and diplomatic communities participated in the forum. The proceedings provide summaries of: (1) opening remarks by Senator Daniel Patrick Moynihan; (2) a session on global economics, featuring presentations by Peter C. Goldmark, Jr., Julia Chang Bloch, H. Onno Ruding, Rajat Gupta, Henry Kaufman, and Paul Kennedy; (3) a session on communications and culture, featuring presentations by Max Frankel, John Mayo, Lyndall Shope-Mafole, Henry Louis Gates, Jr., Alfred Stepan, and Lou Dobbs; (4) the keynote address by President Mary Robinson of Ireland; and (5) the closing remarks by Richard M. Krasno. (MDM)

ED 383 409 PS 022 949

David, Tricia, Ed.
Educational Provision for Our Youngest Children: European Perspectives.
PUB DATE- 93
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Child Development; Early Childhood Education; *Educational Policy; Foreign Countries; *Government School Relationship; *Public Support; *School Support; *State Aid; Theory Practice Relationship; *Young Children
IDENTIFIERS- Belgium; Denmark; *Europe; France; Germany; Italy; Spain; Sweden; United Kingdom

This collection of essays analyzes the history, philosophy, and politics of the forms of early childhood provision outside the home for young children in Belgium, Denmark, France, Germany, Italy, Spain, Sweden, and the United Kingdom. In particular, the essays examine the extent to which that provision is considered educational and intended to ensure high quality learning for the child (rather than a starting point of care). Also considered are: (1) the influence of child development theories and research; (2) the ways in which philosophy and aims are translated into practice; (3) links between home and provision; (4) links between provision and primary school; (5) funding sources; (6) grouping of children; (7) learning opportunities offered; and (8) the status of educators. A concluding chapter explores the ways the different countries perceive young children, early childhood, and the links between them and primary schooling. Each chapter contains references, and a list of contact organizations concerning early childhood education in the countries named in the text is appended. A bibliography with over 260 items is included. (TM)

ED 383 429 PS 023 232

Clark, Dick
The Challenge of Parenting in the '90s. Proceedings of the Aspen Institute Congressional Program (Naples, Florida, February 17-20, 1995).
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *Child Rearing; *Early Parenthood; Family Programs; *Parent Education; Parenting Skills; Parent Role; Parents; Pregnancy; Public Policy; Youth Problems
IDENTIFIERS- *Family Support; School Based Services

This Conference focused on policy options for promoting the well-being of children and families in the United States. These conference proceedings present a range of strategies that have proven effective in building parental competence and providing the support needed to enable families to survive and function adequately. The keynote address, "The Challenge of Parenthood" (D. Hamburg), describes the dramatic changes that have taken place in families' lives in recent decades and the formidable challenges facing today's parents. The following articles are then presented: (1) "Preparation for Parenthood" (S. Brown); (2) "Promising Preventive Interventions during Pregnancy, Infancy, and Early Childhood" (D. Olds); (3) "On Building Parental Competence: The Nature of Contracts and Commitments" (S. Kagan); (4) "Avance Family Support and Education Program" (G. Rodriguez); (5) "Parenting Adolescents: What Legislators Can Do to Support Families" (R. Takanishi); (6) "How Parents Can Obstruct and Enhance Adolescent Development: Some Observations and Policy Implications" (S. Hauser); and (7) "Full Service Schools" (J. Dryfoos). (AP)

ED 383 603 SO 024 860

Linnertz, Irish, Comp.; And Others

A Close Up Look at North Dakota State Government, 1994.

SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.; Close Up Foundation, Arlington, VA.
PUB DATE- 94
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Course Content; *Law Related Education; Learning Modules; Secondary Education; Social Studies; *State Curriculum Guides; *State Government; State Programs; Teaching Guides
IDENTIFIERS- *North Dakota Close Up

This book concentrates on the functions and structure of state government and defines the constitutional responsibilities assigned to each of the three branches of North Dakota government. The media and special interest groups, both major influences affecting government policy, are also discussed. This book, designed for grades 8 through 12, identifies areas of learning and recommends specific content to assist students in becoming more knowledgeable about North Dakota government. The volume contains the following: (1) "Preface"; (2) "Resources"; (3) "Federal Government"; (4) "North Dakota State Government"; (5) "Legislative Branch of North Dakota Government"; (6) "Executive Branch of North Dakota Government"; (7) "Judicial Branch of North Dakota Government"; and (8) "Influences on Government." The Federal Government section includes lessons on: "Federalism versus State's Rights"; "Distribution of Power"; and "The Bill of Rights: An Introduction." The North Dakota State Government section includes: "Open Records"; "Open Meetings"; "Sources of Law"; and "How Administrative Rules are Adopted." (EH)

ED 383 622   SO 024 983

Waterstone, Marvin
Water in the Global Environment. Pathways in Geography Series,
  Title No. 3.
PUB DATE- 92
NOTE- 63p.; Learning Activities by Linda Beckham, Martha Bock, and Marci Smith. Resource List by John Benhart and Martha Sharma.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate; Conservation (Environment); Disease Control; Earth Science; Ecology; Energy Conservation; *Geography; *Global Education; Health; Higher Education; Natural Resources; Physical Environment; *Physical Geography; Secondary Education; *Water; Water Pollution; *Water Quality; *Water Resources

This report deals with the importance of water to life. The physical characteristics of water, its distribution, and a number of current water-related problems are examined. The issue of water management is discussed, along with the ways water is made available for our many uses in life. The introductory essay, "Water in the Global Environment," contains the following sections: (1) "Introduction"; (2) "Basic Water Facts"; (3) "Issues of Water Quantity"; (4) "Water-Related Hazards"; (5) "Issues of Water Quality"; (6) "Water Resources Management"; (7) "Conclusion"; and (8) "References." Learning activities are included for grades 7-9, grades 8-10, and senior high-college. A selected resource list also is included. (EH)

ED 383 241 FL 800 995

Brod, Shirley
Outreach and Retention in Adult ESL Literacy Programs. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Literacy; Cooperation; *English (Second Language); Language Enrollment; *Literacy Education; *Outreach Programs; *School Holding Power; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- ERIC Digests

Adults learning English as a Second Language (ESL) come from different cultures and countries, vary in their education backgrounds, and have diverse reasons for learning English. While reports of overcrowded classrooms and long waiting lists for classes might indicate that intensive outreach and retention efforts are not necessary, many successful programs work hard to enhance outreach and ensure retention. This digest discusses outreach methods, examines learners' reasons for enrolling in ESL classes and for leaving the classes, and suggests ways to improve retention. The digest is divided into the following sections: (1) outreach (learners, program partners, the media, bilingual support staff; (2) why learners enroll in adult ESL classes; (3) why adult learners leave programs; (4) ensuring retention from the start; (5) setting realistic goals and reporting progress; (6) using varied approaches to instruction; and (7) collaborating to provide services. (JL)

ED 383 321 IR 017 176

Li, Ming-Fen; Reigeluth, Charles M.

Critical Analysis of Instructional Design.

PUB DATE- 95
NOTE- 18p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criticism; *Instructional Design; *Interest Research; Theories; Theory Practice Relationship
IDENTIFIERS- Habermas (Jurgen); Theoretical Analysis

The discussion of the critical analysis of instructional design is framed within Habermas' three fundamental human interests: technical, practical, and emancipatory. The primary goal of this paper is to explore alternative approaches for instructional designers' reflection and critique. Ultimately, this reflection and critique should shed light on how learning/instruction might be designed. Instead of looking at the comprehensive aspects of instructional design, the focus is on its major theoretical foundations. The general principles of the three interests are summarized based on the theoretical analysis of instructional design. With a deductive approach, implications are drawn from these principles. In order to derive these implications, the following dimensions of instructional design are examined: the knowledge construction process, and the roles of and relationships among resources, learners, teachers, instructional designers, and the client. The relationship between theory and practice, and the social, cultural, and political context and environment of instructional design are also discussed. New perspectives on instructional design include a discussion of: oneness of learning, instruction, and design; transactional roles of learners, teachers, and designers; new perceptions of designers; direct pointing to the problem; and travel across the boundaries. Two tables outline dimensions of Habermas' three fundamental human interests and instructional design with the three interests. (Contains 31 references.) (MAS)

ED 383 373 JC 950 297

Dixon, Mary; Avera, Marinda

21st Century Workplace Requires Re-Engineering Our Educational System To Facilitate the Individual Student's Mastery of Behavioral Skills.

PUB DATE- Jun 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; Career Choice; *College Outcomes Assessment; Community Colleges; Computer Software; Curriculum Based Assessment; Educational Certificates; *Education Work Relationship; *Interpersonal Competence; Job Skills; Readiness; Two Year Colleges; Vocational Education; *Vocational Evaluation; *Work Attitudes
IDENTIFIERS- Sandhills Community College NC

Sandhills Community College (SCC), in North Carolina, provides a guarantee to employers that graduates will be proficient in the areas of knowledge and skills covered by their educational programs. If an employer finds a Sandhills graduate deficient, the graduate can re-enroll in up to three courses at the college at no cost to the employer or employee. SCC undertook a 2-year work-readiness pilot project to add skills standards and certification to its Business Administration curriculum and sought to implement methods to measure outcomes for students' behavioral skills. In the program students complete a Job-Readiness Assessment Portfolio, in addition to program requirements, and are awarded a "certificate of readiness for employment" upon completion. For the pilot, several tools from the marketplace were integrated into the Business Administration program, including: (1) the Myers-Briggs Type Indicator, which helps students understand the inter-relatedness of personality type and career choice; (2) a Zenger Miller workshop, providing experiential learning experiences to help students master workplace interpersonal skills; (3) the Workplace Success Skills assessment test to measure students' work preparedness; and (4) Career Design, a software program which helps determine student areas of interest and allows each student to develop a personalized portfolio in a business speciality area. The pilot has successfully implemented measurement tools to assess students behavioral skills and meets state and federal requirements for school-based education. (KP)

ED 383 391 JC 950 317

Student Success Progress Report.

PUB DATE- Jan 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *College Outcomes Assessment; College Planning; Community Colleges; Program Effectiveness; *School Effectiveness; *Self Evaluation (Groups); Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- Fresno City College CA; *Indicators

The Student Success Project at Fresno City College (FCC), in California, is structured around 13 student success core indicators for which activities and completion timelines are developed annually. This report presents data on the status of the indicators as of 1994 and describes activities planned for 1995. Following an introduction, a list of the core indicators, and background on FCC's mission and student body, data are presented for the following core indicators: (1) level of attainment of students' final educational goal; (2) student satisfaction with access, instruction, services, facilities, and campus culture; (3) employer assessment of students' training; (4) student placement rate in the work force; (5) degree completion rates and numbers; (6) transfer rates and numbers; (7) fall-to-fall persistence rates and numbers; (8) level of student success after transfer; (9) student assessment of acquired knowledge and skills; (10) students' personal growth and development; (11) students' success in subsequent coursework; (12) retention for individual courses; and (13) student involvement in college activities. Appendixes provide a list of activities and performance measures related to collaborative education, customer service training, and instructional technology projects; a list of 1994-95 Student Success task force members and teams; and a flowchart of FCC's Student Success Project. (KP)

ED 383 448 PS 023 339

Gettys, Cynthia M.; And Others

A Triad Relationship: The Educational Consultant Links School to Business.

PUB DATE- Nov 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Resources; Educational Finance; Elementary Education; *Financial Support; *Partnerships in Education; *Private Financial Support; Program Descriptions; Program Effectiveness; Public Schools; *School Business Relationship; School Community Relationship; Staff Development; Urban Education
IDENTIFIERS- Chattanooga Public Schools TN

This report underlines the need for cooperation between the business world and educators in an effort to upgrade the quality of educational outcomes. It describes a partnership formed between the senior program associate of COGNET, an area business, and Hardy Elementary School, in Chattanooga, Tennessee. The result was a COGNET Summer Institute during the summer of 1992. All of the K-5 grade teachers were trained to utilize the COGNET Instructional Model to provide mediated learning experiences for the students in the classrooms to increase their learning skills. Intervention ideas developed were: (1) teacher developed school-wide goals; (2) literature based reading instruction; (3) an integrated curriculum; (4) daily school-wide Drop Everything and Read (DEAR) Program; (5) recreational reading programs; (6) emphasis on global learning; and (7) highly visible principals. The summer institute, funded in part by McKee Foods Corporation and Chapter 1 funds, provided all participating teachers with a stipend for attending the professional staff development, and made it possible for Hardy Elementary School to receive a portion of the Follow Through Federal Grant awarded to Chattanooga Public Schools. These funds allowed COGNET initially to be implemented in grades K-5. (AA)

ED 383 503 RC 020 104

Boselli, John; Bok, Marilyn A., Ed.
The Future Workforce: Its Characteristics and Employment Barriers.
SPONS. AGENCY- Appalachian Regional Commission, Washington, D.C.
PUB DATE- Oct 94
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Counties; Educational Attainment; Employment Potential; *Employment Problems; Higher Education; Job Skills; Labor Force Nonparticipants; *Labor Market; *Labor Supply; *Rural Areas; Secondary Education; Trend Analysis; *Unemployment; Welfare Recipients
IDENTIFIERS- Job Training Partnership Act 1982; *New York; *Pennsylvania

This report examines the potential pool of workers in nine rural New York and Pennsylvania counties, the characteristics of this labor pool, and barriers that make it difficult for these individuals to enter the workplace. The counties studied make up the southern tier of New York State (Broome, Chemung, Schuyler, Steuben, Tioga, and Tompkins Counties) and the northern tier of Pennsylvania (Bradford, Tioga, and Susquehanna Counties). The potential labor pool investigated included unemployed persons actively seeking work, discouraged workers (unemployed people not actively seeking work but willing to work if a job was available), and involuntary part-time workers (persons working part-time who would prefer to work full-time). Data were collected from the Department of Labor, the Job Training Partnership Act Program, a telephone survey, and personal interviews with employment professionals. Results indicate an oversupply of labor in the region. Workers suffering most from the poor economic environment in the local labor market were the low-skilled and low-educated workers; nontraditional workers; and older mid-level managers, technicians, and professionals who had been displaced by corporate restructuring and defense cutbacks. Employment barriers included lack of jobs due to layoffs, plant closings, defense industry cutbacks, and slow recovery from the national recession; transportation problems; low pay of available jobs; lack of education; rising skill requirements of entry-level positions; poor on-the-job behaviors; low self-esteem; youth or age; and lack of child care. Appendices contain data tables, interview format, and survey instrument. (KS)

ED 383 520   RC 020 187

Rosenberg, Joe, Ed.
Aplauso! Hispanic Children's Theater.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 95
NOTE- 274p.; Funding also received from the Lila Wallace-Reader's Digest Fund.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Adolescents; Bilingual Education; *Children; Consciousness Raising; Elementary Secondary Education; *Hispanic American Culture; Latin American Culture; Multicultural Education; *Scripts; *Theater Arts

This collection contains eight children's plays in English, Spanish, and bilingual formats. Intended participants and audiences range from preschool children to young adults; most scripts encourage audience participation. Most authors are Americans of Latin American descent or birth, and characters in the plays come from Mexican, Puerto Rican, and other Hispanic cultures, as well as from Hispanic intercultural life in the United States. "Fred Menchaca and Filemon" ("Fred Menchaca y Filemon") (Jose G. Gaytan), presented separately in English and Spanish, is an actor's monologue about cultural differences. "The Caravan" ("La caravana") (Alvan Colon), presented separately in English and Spanish, uses songs, dance, and magic to address the effects on one's behavior of being in power. "Bocon" (Lisa Loomer) is a bilingual script that uses such folkloric characters as La Llorona to present a theme of protest against dictatorial power of all kinds. "The Day They Stole All the Colors" ("El dia que robaron todos los colores") (Hector Santiago), presented separately in English and Spanish, is a visual spectacle about interplanetary pirates that uses puppets, marionettes, black light, and multimedia effects. "The Legend of the Golden Coffee Bean" (Manuel Martin, Jr.) is a parable (in English) in which an orphaned Mayan girl travels through the countries of Central America searching for wealth, only to find that the true treasures are learning and sharing. "El gato sin amigos: The Cat Who Had No Friends" (Joe Rosenberg) is a bilingual script for multicultural audiences that relies heavily on audience participation to tell the story of a lazy cat. "Song of the Oak: El canto del roble" (Roy Conboy) is a bilingual fable about the life of an oak tree, featuring six songs. "La lente maravillosa" (Emilio Carballido) (Spanish only) teaches young children about bacteria and personal hygiene. Includes author profiles and background on the plays. (SV)

ED 383 538 SE 055 811

Geeslin, William, Ed.; Graham, Karen, Ed.

Proceedings of the Conference of the International Group for the Psychology of Mathematics Education (PME) (16th, Durham, NH, August 6-11, 1992). Volumes I-III.

PUB DATE- Aug 92
NOTE- 954p.
LANGUAGE- English
EDRS Price- MF06/PC39 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Action Research; Affective Behavior; Algebra; Arithmetic; Cognitive Development; College Mathematics; Constructivism (Learning); Content Area Writing; Context Effect; Cooperative Learning; *Cultural Influences; Discussion (Teaching Technique); Elementary Secondary Education; Equations (Mathematics); *Geometry; Imagery; Language; Mathematics Achievement; Mathematics Education; Mathematics Instruction; Metacognition; Misconceptions; Number Systems; Problem Solving; Proof (Mathematics); Ratios (Mathematics); Sex Differences; Social Psychology; Spatial Ability; Student Attitudes; *Teacher Education; Thinking Skills; Visualization; Writing Across the Curriculum
IDENTIFIERS- Advanced Mathematics; LOGO Programming Language; Mathematical Communications; Mathematical Thinking; *Mathematics Education Research; *Psychology of Mathematics Education; Representations (Mathematics); Teacher Candidates; Teacher Change; Teacher Researchers

The Proceedings of PME-XVI has been published in three volumes because of the large number of papers presented at the conference. Volume 1 contains: (1) brief reports from each of the 11 standing Working Groups on their respective roles in organizing PME-XVI; (2) brief reports from 6 Discussion Groups; and (3) 35 research reports covering authors with last names beginning A-K. Volume II contains 42 research reports covering authors with last names beginning K-S. Volume III contains (1) 15 research reports (authors S-W); (2) 31 short oral presentations; (3) 40 poster presentations; (4) 9 Featured Discussion Groups reports; (5) 1 brief Plenary Panel report and 4 Plenary Address reports. In summary, the three volumes contain 95 full-scale research reports, 4 full-scale plenary reports, and 96 briefer reports. Conference subject content can be conveyed through a listing of Work Group topics, Discussion Group topics, and Plenary Panels/Addresses, as follows. Working Groups: Advanced Mathematical Thinking; Algebraic Processes and Structure; Classroom Research; Cultural Aspects in Mathematics Learning; Geometry; Psychology of Inservice Education of Mathematics Teachers; Ratio and Proportion; Representations; Research on the Psychology of Mathematics Teacher Development; Social Psychology of Mathematics Education; Teachers as Researchers in Mathematics Education. Discussion Groups: Dilemmas of Constructivist Mathematics Teaching; Meaningful Contexts for School Mathematics; Paradigms Lost - What Can Mathematics Education Learn From Research in Other Disciplines?; Philosophy of Mathematics Education; Research in the Teaching and Learning of Undergraduate Mathematics; Visualization in Problem Solving and Learning. Plenary Panels/Addresses: Visualization and Imagistic Thinking; "The Importance and Limits of Epistemological Work in Didactics" (M. Artigue); "Mathematics as a Foreign Language" (G. Ervynck); "On Developing a Unified Model for the Psychology of Mathematical Learning and Problem Solving" (G. Goldin); "Illuminations and Reflections--Teachers, Methodologies, and Mathematics" (C. Hoyles). (MKR)

ED 383 559 SE 056 365

An Exercise in Using the U.S. Environmental Protection Agency's Hazard Ranking System: A Simulation. Grades 8-12.

SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- Oct 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Data Analysis; Environmental Education; Groundwater; *Hazardous Materials; Learning Activities; Map Skills; Secondary Education; *Simulation; *Student Projects; *Waste Disposal; *Water Pollution; Worksheets
IDENTIFIERS- Environmental Protection; Environmental Protection Agency; *Risk Assessment

The educational objective of this exercise is for students to use a risk assessment tool to evaluate a hazardous release site and for students in grades 8-12 to increase their experience with geology, aquifers, soils, land use, pollution, data analysis, and map concepts. Students use background information on hazardous materials, the Environmental Protection Agency, and the Hazard Ranking System to complete a simulation activity. Students are given maps, site reports, and lab reports for a hazard release site and follow steps to assess the risk involved and give a priority ranking to the site. This teaching guide contains answers to worksheets, an introduction to the activity, background information, and instructions and worksheets needed for each step in the risk assessment. Topics related to the exercise include Earth science (geology); environmental science (pollution); mathematics (square roots, division, and formulas); and geography (map reading and natural resources). (LZ)

ED 383 582 SO 024 747

Bathory, Zoltan; Leimu, Kimmo

Finnish and Hungarian Education Compared: Selected Issues of Mutual Interest. Institute for Educational Research Publication Series B. Theory into Practice 87.

PUB DATE- 94

NOTE- 126p.; Document contains a Finish abstract.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Academic Standards; Achievement Tests; Admission (School); *Comparative Education; *Cross Cultural Studies; Curriculum Evaluation; *Educational Assessment; Educational Environment; Elementary Secondary Education; Foreign Countries; *International Education; National Competency Tests; Performance

IDENTIFIERS- *Finland; *Hungary

This monograph represents an attempt to deepen the understanding of educational contexts and practices in Hungary and Finland, to shed some light on findings in multi-national studies, and to serve general information interests. The study documents observations about the Finnish educational scene in late 1992, although the situation has changed some since. The report discusses historical and structural aspects of the two societal and educational systems, identifying issues of fundamental concern, particularly in the field of curriculum. The role, content, and organization of the matriculation examination in Finland are given special attention, while these are perceived as embodiments of national educational ideals. Using the research experience common to both, characteristic student achievement profiles, as well as between-school and gender differences are compared in the two countries, noting the different emphases in their humanistic versus scientific-technical concerns. This expands into a review of the respective systems of assessment, where both countries have obvious needs for development. The volume contains the following sections: (1) "Introduction"; (2) "School Structure, School Types"; (3) "Curriculum Issues"; (4) "Matriculation Examination"; (5) "Effectiveness of the Respective Systems of Education"; (6) "Systems of Educational Evaluation"; (7) "Bibliography"; and (8) "Appendix." (EH)

ED 383 677 SP 036 017

Hawkey, Kate
Peer Support and the Development of Metalearning in School-Based Initial Teacher Education (ITE).
PUB DATE- 22 Apr 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Philosophy; Elementary Secondary Education; Foreign Countries; Graduate Study; Higher Education; Metacognition; *Peer Influence; *Peer Relationship; Preservice Teacher Education; Reflective Teaching; *Self Concept; *Student Teacher Attitudes; Student Teachers; Teacher Role; *Teaching Styles
IDENTIFIERS- United Kingdom

This paper presents a case study of four students working in pairs during a 1-year postgraduate Initial Teacher Education (ITE) course in the United Kingdom. The study examined the subjects' images and assumptions and developing teaching styles at the start of the year, and analyzed what they learned from each other during the school-based parts of their course using taped conversations between the partners and in-depth individual interviews at the end of the course. Findings suggested that peer work was of primary importance in the development of students' meta-learning, or the process by which they came to understand their own teaching style. Much of the peer interaction was in the form of general support. Students rarely offered each other advice or questioned each other but rather engaged in parallel, rather disconnected conversations that appeared to provide an opportunity for each to clarify and develop their own thoughts about their own teaching. The early articulation of images also appeared to enable students to develop their understanding of their own teaching style. Students who began the year with clear images of themselves were later able to reflect on how those images had changed or been clarified during the year. On the other hand, the student who began the course with an ill-defined image of himself as a teacher showed no ability to articulate either his self-image or his teaching style with greater clarity as the year progressed. (Contains 28 references.) (JB)

ED 383 261 HE 028 374

Geiger, Roger L.
Historical Patterns of Change: The Lessons of the 1980s.
PUB DATE- Feb 94

NOTE- 31p.; Paper presented at the Annual Meeting of the American Association for the Advancement of Science (San Francisco, CA, February 18-23, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Finance; Educational History; *Educational Trends; *Financial Support; Higher Education; *Institutional Role; Research and Development; Research Needs; *Research Universities; Science History; *Scientific Research; Trend Analysis
IDENTIFIERS- *1980s; Scientific Revolution

This paper seeks to assess the current state of academic research in light of long-term trends in the development of science. It presents three perspectives on the growth of scientific research: (1) Derek de Solla Price's (1963) hypothesis that science has exhibited exponential growth, roughly doubling every 15 years since the 17th century; (2) National Science Foundation (NSF) data on research and development (R&D) expenditures in the United States, which demonstrate a constant relationship to gross domestic product (GDP) since the 1960s; and (3) a more nuanced approach that shows that since the mid-1980s, development has experienced relative decline, applied research has been stable, and basic research has expanded slightly, even while academic research has exhibited vigorous, exponential growth. The paper then discusses how universities in the 20th century have had to implement new organizational arrangements in order to claim an increasing share of GDP for research. It argues that in the current funding environment, universities seem unlikely to extend the previous growth, despite robust demand for basic research in American society. (Contains 16 references.) (MDM)

ED 383 301 IR 017 156

Hill, Janette R.; Hannafin, Michael J.
Technology for Teachers: A Case Study in Problem-Centered Activity-Based Learning.
PUB DATE- 95
NOTE- 10p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Course Descriptions; Course Objectives; Educational Environment; *Educational Technology; Elementary Secondary Education; Higher Education; Instructional Design; *Learning Problems; *Open Education; *Teacher Education
IDENTIFIERS- *Activity Based Curriculum; *Problem Centered Curriculum

This paper discusses the implications of using a problem-centered, activity-based approach to teaching technology that addresses everyday teaching and learning problems. An overview of the course, "Technology for Teachers," is provided, and the following factors that contribute to the teaching method are outlined: creating a context for learning; teaching in the way people learn; learners entering the classroom with a variety of experience; a different view of technology; and a desire to create a "hands-on, minds-on" environment for learning technology. The theoretical foundations underlying this open-ended learning environment are also discussed. Participants, goals, objectives, course implementation and requirements are presented; and the benefits, problems, and issues of teaching in this type of learning environment are discussed in relation to the learner and the instructor. (Contains 20 references.) (AEF)

ED 383 338 IR 017 193

Small, Ruth V.; Venkatesh, Murali

The Impact of Closure on Satisfaction with Group Decision-Making.

PUB DATE- 95
NOTE- 17p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Computer Mediated Communication; *Decision Making; *Decision Support Systems; *Group Dynamics; Information Processing; Models; Motivation; Prediction; Satisfaction
IDENTIFIERS- *Closure; Confidence

Satisfaction is a construct that is important to the development of intrinsic motivation and the continuing effort to learn. Research that helps to identify those factors that contribute to satisfaction is useful in the design of electronic support systems for individuals and groups. This paper investigates the impact of "need for closure" on information processing and decision confidence (as signified by closure) and the subsequent relationship between confidence and satisfaction with the outcomes of a group decision-making task. A brief review of the literature related to closure and satisfaction is presented, followed by a description of the Cognitive-Motivational Model of Group Member Decision Satisfaction, and concludes with the results of an initial empirical research study with groups using either a computer-based group support system (GSS) or a manual method for supporting group decision-making. The model is discussed in terms of need for closure and extent of information processing; information processing and confidence; group process factors; technology factors; social factors; motivational factors; confidence and satisfaction. The initial research examines the link between closure (cognitive response) and decision satisfaction (affective response) by manipulating motivation (need to delay versus need to expedite) in a laboratory environment using technology-based (VisionQuest) and manual methods. Need to delay (NTD) closure subjects were told that there would be penalties for ineffective solutions to a case study; need to expedite (NTE) subjects were not threatened with a penalty. Results show a positive correlation between decision confidence and decision satisfaction, and that the correlation seems to be stronger for NTD subjects. Closure was found to be a significant predictor of decision satisfaction for the GSS group. Information processing variables were found to be better predictors of closure than variables without an explicit information processing focus. An analysis of ideas generated by all groups was conducted, and results indicate 29% more ideas generated by the GSS groups than in the manual groups. GSS groups had more single and enriched ideas than the manual groups, but fewer multiple ideas. Nine tables illustrate findings. (Contains 59 references.) (MAS)

ED 383 467 PS 023 364

Kuwahara, Yuri
The Creation of Social Order in a Sixth-Grade Classroom.
PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Environment; *Classroom Techniques; Discipline; Educational Attitudes; Elementary School Students; Elementary School Teachers; Grade 6; Intermediate Grades; Limited English Speaking; *Teacher Student Relationship; *Teaching Methods; *Teaching Styles
IDENTIFIERS- *Social Order

This paper presents a case study of how social order was created through teacher-student interactions in a single sixth-grade classroom, based on videotaped classroom observations, interviews, and student questionnaires. The paper describes the classroom teacher's teaching methods, use of required texts, and use of standardized tests, especially in relation to how these affected the limited English proficient (LEP) Indochinese minority group children in the class. The paper then uses classroom transcripts to show how the teacher was able to distance himself from his role as the teacher, thereby lessening the social distance, both vertically and horizontally, between himself and the students. The paper also examines the teacher's speech styles and topic control in the classroom. The paper notes that the teacher was able to bring his own life experiences to the classroom, showing students how they can overcome personal problems, peer pressure, and economic disadvantages to excel in school and in life. Contains 41 references. (MDM)

ED 383 623 SO 024 984

Martinson, Tom, Ed.; Brooker-Gross, Susan, Ed.

Revisiting the Americas: Teaching and Learning the Geography of the Western Hemisphere. Pathways in Geography Series, Title No. 4.

PUB DATE- 92

NOTE- 280p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- American Indian History; *American Indians; Area Studies; *Cross Cultural Studies; Culture; Ethnic Groups; Foreign Countries; *Geography; *Latin American Culture; Latin American History; *Latin Americans; North American History; Spanish Culture; Western Civilization

IDENTIFIERS- North America; South America; Western Hemisphere

This book, issued in observance of the Columbus Quincentennial and on the occasion of the 27th International Geographical Congress, addresses a broad range of contemporary topics including environmental change, dynamics of the world economy, human needs, wants and rights, political order and change, and contemporary cultures. The format is one of essays and complementary learning activities, including one essay and two activities in Spanish. Divided into five sections, section 1, "Environmental Change," contains the following essays: (1) "The Changing Use of Water in the Americas" (Lee); (2) "Streamflow" (Bock); (3) "The Effects of Volcanoes on the Landscapes and Peoples of the Americas" (Romey); (4) "Volcanoes and Human Activities in the Caribbean (Bencloski); (5) "The Global Effect of El Nino" (Caviedes); (6) "Teaching El Nino" (Prorok); (7) "Tropical and Temperate Rainforests" (Hansis); (8) "Humans, Owls, and Trees" (Beaman and Osborne); and (9) "Deforestation on Trial" (Sandmeier). Section 2, "World Economy," contains the following: (1) "United States Regions and the Global Economy" (Warf); (2) "Prisms of Promise--Selected Regions of the United States" (Marran); (3) "What is an 'American' Car? Global Interdependency in the Automotive Industry" (Rubinstein); (4) "The Automobile Worksheet" (Willman); (5) "Transportation and Urban Life" (Hodge); (6) "Planning a Light Rail System" (Speer); (7) "The Drug Industry in the Americas: The Andean Cocaine Connection" (Gerlach); (8) "Eradicating Coca" (S. Bednarz; R. Bednarz; and Walk) (9) "Editor's Note to Accompany 'A Planter's Day' by John G. Stedman" (Martinson); and (10) "Owning Slaves in Caribbean Colonial Plantation Culture" (Prorok). Section 3, "Human Needs and the Political Order," contains the following: (1) "Engendering the Discovery of the New World" (Momsen); (2) "Rural to Urban Migration in the Americas" (Whitsell); (3) "Regional Variation in Quality of Life in the Americas" (Greenow); (4) "Teaching the Quality of Life" (Crews); (5) "The Far South of the New World: South American Antarctica and the Southern Islands" (Child); (6) "The Development of Antarctica" (Sandmeier); (7) "Migration Trends in the Americas" (Conway); (8) "The Exponential Factor and Population Growth" (Pierson); (9) "The World in a Grain of Sand: Global Restructuring and Neighborhood Activism in Tucson, Arizona" (Marston); and (10) "Tucson Neighborhoods:" (Priest). Section 4, "Contemporary Cultures," lists the following: (1) "Reading the City Landscape as a Primary Document" (Salter); (2) "How to Read a City" (Salter); (3) "Steel Drums of Trinidad" (Dendinger); (4) "The Recipe for Steel Bands" (Willman); (5) "Geography of Religious Belief Systems" (Weightman); (6) "Scales of Religious Diversity" (Prorok); (7) "Women and Food in the Caribbean: A Study of St. Lucia" (Fredrich); and (8) "Do You Know Where Your Next Meal Is Coming From?" (Sharma). Section 5, "Voices from the South," contains: (1) "Ciudades Primadas y Regiones en la America Latina" (Elbow); (2)

ED 383 642 SO 025 106

Eddy, Junius

The Upside Down Curriculum.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 81
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Historical Materials (060)
DESCRIPTORS- *Art Education; Core Curriculum; *Educational Change; Educational Improvement; Educational Objectives; Educational Quality; Elementary Secondary Education; Federal Aid; Fine Arts; Interdisciplinary Approach; Program Effectiveness; *Relevance (Education)
IDENTIFIERS- Elementary Secondary Education Act Title I; Elementary Secondary Education Act Title III

This document presents an updated version of a publication that originally appeared in print in 1970. The original document raised a number of issues and questions which, despite notable advances, are still problematic. In this revision, marginal notes up-date the original text with information concerning subsequent efforts to address raised issues such as the targeting of Federal funds and the emergence of the National Committee Arts for the Handicapped. The paper likens the status of the arts in the overarching curriculum to that of an uneasy guest in the house of education. Experiments to alleviate the situation through the British school's child-centered, open classroom approach, bring attention to the interrelatedness of arts activities and experiences. Efforts of educational research and development institutions, pilot projects, and teacher education institutions contribute to the growing concept of curriculum as an interdisciplinary experience. In addition to their fundamental value as subjects in their own right, the arts are shown to be relevant to the goals of quality education. But neither the sorts of ultimate pay-offs found in programs dealing with the arts in general education, nor the cost effectiveness of support for art education programs as exemplified in the Title I-III programs, reveal themselves to researchers, teachers, administrators or school board members in short time frames. Past attempts at art curriculum reform most often looked at programs which could fit into the existing educational stucture. But, the document suggests that the goals of art educators are in common cause agreement with the goals of humanist school reformers who seek to change the fundamental nature of the school experience itself in radical, humanizing ways. Both are involved with the social relevance of what is taught, the processes of teaching and learning whereby what is being taught is directly related to how it is being taught, and the emphasis upon affective as well as cognitive goals. Questions for the future are those of continued direction and purpose: Where to? What next? (MM)

Reeves-Kazelskis, Carolyn; King, Debra Ann
Teaching Concerns of Preservice Teachers.
PUB DATE- 11 Nov 94
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (23rd, Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Elementary Education; Field Experience Programs; Higher Education; Language Arts; Lecture Method; Methods Courses; Practicums; *Preservice Teacher Education; *Student Teacher Attitudes; *Teacher Attitudes; *Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *Preservice Teachers

The purpose of this study was to identify and compare the teaching concerns of two groups of preservice teachers who were taught language arts methodology through the use of different approaches. A traditional approach (lectures and demonstrations by the professor) was used with one group (n=43) and a field-experience approach (lectures by the professor, followed by practicum assignments in schools) was used with the other group (n=53). Teaching concerns were identified by having each preservice teacher list, and then rank order, his or her concerns about becoming a teacher; lists were obtained at the beginning of the semester and again at the end. Qualitative procedures were used to analyze and interpret the data. At the beginning of the semester, the most frequently occurring concern areas for each of the groups were similar: student discipline, being a good teacher, and having sufficient subject-matter knowledge. By the end of the semester, however, the two groups differed in their concern areas. A more realistic understanding of what it is to be a teacher in an elementary classroom was probably the key factor influencing the differences in concern areas between the two groups. A major difference was that concern about discipline increased in frequency among preservice teacher participating in field experiences and decreased among those who did not participate in field experiences. Also, it was found that concerns about being a good teacher and about problem parents decreased in frequency among preservice teachers who had field experiences. Data tables are attached. (Contains 17 references.) (JB)

ED 383 282 IR 017 112

Main, Robert G.; Riise, Eric

A Study of Interaction in Distance Learning. Interim Technical Report for Period June-August 1994.

SPONS. AGENCY- Armstrong Lab, Brooks AFB, TX. Human Resources Directorate.
PUB DATE- Mar 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; Communication (Thought Transfer); Definitions; *Distance Education; Instruction; *Interaction; Teaching Methods

A more comprehensive definition of the variable "interaction" is needed to answer the numerous questions concerning interaction effects in distance learning. This study attempts to qualify the concept of interaction by applying various dimensions such as amount, timeliness, method, spontaneity, and quality. In turn, these dimensions of interaction lend themselves to the creation of a taxonomy for research and evaluation purposes. Background information on instruction, communication, and interaction is provided. The relationship of interaction to other instructional variables, such as instructional strategy and course variables, is outlined. The paper concludes by recommending further research to enhance the interaction taxonomy and the overall body of knowledge relating to distance learning. (Contains 34 references.) (MAS)

ED 383 356 JC 950 266

The Curriculum Standards Handbook for the California Community College. Volume I (1995, Revised): Legal and Procedural Requirements.
PUB DATE- 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; Curriculum Design; *Curriculum Development; *Educational Legislation; Educational Policy; Governing Boards; Legal Responsibility; *Program Validation; *State Curriculum Guides; *State Standards; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This document presents Volume I of the California Community Colleges Curriculum Standards Handbook, detailing legal and procedural requirements for college curricula. Following a prefatory description of the role of the standards in college accountability, section 1 provides state education codes related to the approval of community college curricula, describing the role of the Board of Governors, local college boards, and local curriculum committees. Section 2 details the conditions for delegating curriculum approval to colleges, including the need for faculty and staff to be knowledgeable of state standards, that local procedures assure that standards be applied, and that developed curricula meet standards. The third section specifies the five criteria used to approve courses and programs (i.e., appropriateness to mission, need, quality, feasibility, and compliance), while the fourth section provides regulations related to general education and associate degree standards in Title 5 of the state Education Code. This section also provides regulations related to credit courses applicable and not applicable to the associate degree; adult noncredit courses; community services classes; contract education; and legal provisions for special classes for the disabled, repeatable courses, and distance education. Section 5 provides information related to the approval of new degree and certificate programs, including definitions, authorization and documentation required for state approval, and the duration of approval. Appendixes include new degree application forms and instructions, a checklist for new programs and courses, California Postsecondary Education Commission Standards, a checklist for delegation of course approval, and examples of program changes requiring state approval. (KP)

ED 383 410 PS 023 000

Kagan, Sharon L., Ed.
The Essential Functions of the Early Care and Education System: Rationale and Definition. Quality 2000, Advancing Early Care and Education. Working Paper.
PUB DATE- Dec 93
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Day Care; *Early Childhood Education; Educational History; *Educational Improvement; *Educational Quality; *Systems Approach
IDENTIFIERS- Historical Background

The history of American early care and education shows the episodic nature of the emphasis accorded young children. In the absence of any single focus, the profession is faced with multiple problems, multiple rationales, and multiple responses occurring simultaneously. Several new approaches to early care reform have been undertaken by different states, all of which reflect efforts that are collaborative and bi-directional (looking backward and forward simultaneously), and emphasize systemic alterations and quality enhancement. Based on a systems approach to reform, five essential functions that would ensure the effective operation of the early care and education system have been defined: (1) collaborative planning and cross-system linkages; (2) consumer and public engagement; (3) quality assurance; (4) professional and work force development; and (5) financing. These functions are not designed to replace a rich visionary process, but to serve as one step in framing what some of the visions might be, and in clarifying the mechanisms necessary to meet those visions. (BAC)

ED 383 430 PS 023 240

Hanna, Elizabeth; Barnat, Sandra

An Example of Survival Analysis with Behavioral Data: Computing the Hazards of Same-Sex Imitation in Toddlers.

PUB DATE- Mar 95

NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Identification; *Imitation; *Modeling (Psychology); Research Methodology; Role Perception; Self Actualization; *Sex Role; *Socialization; *Toddlers

IDENTIFIERS- *Survival Analysis

Survival analysis computes functions for occurrence or non-occurrence of an event over a time period for a particular group of subjects. This study compared survival analyses to traditional ANOVAs and Chi-square analyses on a data set of imitation scores of 18-month-old toddlers. The 48 subjects were randomly assigned to two experimental conditions, which involved observing videotapes of same-sex peer models or observing opposite-sex peer models, all demonstrating specific target acts on six sets of test objects (hammer, train, doll, tea set, collapsible cups, and a pull-apart toy). After observing the video, the subjects were given the sets of test objects, and subjects' responses were videotaped for later scoring. Results yielded differences in the predicted direction for target acts. For four of the six sets, subjects who observed same-sex models, produced these target acts significantly more often and earlier in the response period than subjects viewing opposite sex models. The survival analysis was easily applied to a data set that was cumbersome to analyze in more traditional ways. (WP)

ED 383 486 RC 019 748

Ewert, Alan; McAvoy, Leo
Outdoor Education Research: Implications for Social/Educational and Natural Resource Policy.

PUB DATE- Jan 94
NOTE- 17p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (2nd, Bradford Woods, IN, January 14-16, 1994); see RC 019 747.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Conservation (Environment); *Educational Policy; *Educational Research; Environmental Education; Natural Resources; *Outdoor Education; Policy Formation; *Public Policy; Relevance (Education); *Research Needs; Role of Education; Social Problems
IDENTIFIERS- Resource Management

This paper discusses the potential role of outdoor education research in the formation of public policies on natural resource management, social issues, and education. Some current environmental, social, and educational problems include the lack of public knowledge about natural resources at a time of heightened and conflicting demands for those resources, the need to promote behaviors that conserve energy, the growing population of at-risk youth that is unresponsive to traditional educational approaches, and the need for learning experiences that children see as relevant to their lives. Outdoor education researchers commonly lament that both research funding and publication outlets are scarce, but these situations may have developed because outdoor education research has not addressed the important issues in our society. In the past, outdoor education research has been framed by the perspectives of White, upper middle-class, middle-aged men, and has ignored such issues as the nonparticipation in outdoor programs of people of color and the disadvantaged. Outdoor education researchers must look at their topics, research participants, and settings to determine if they are looking at a mirror of themselves or through the window of reality. In the natural resource arena, it is proposed that outdoor education and related research be broadened to include issues surrounding outdoor environments and the political processes influencing those environments. This paper lists 19 policy issues that could be addressed by outdoor education research, and includes a timeline of the development of outdoor education compared to U.S. and world history. (SV)

ED 383 604 SO 024 903

Defining Our Role in a Changing World: What Is America, and What Do We Want It To Be? Library Reader 1995. Choices for the 21st Century Education Library Series.

SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; National Endowment for the Humanities (NFAH), Washington, D.C.; W. Alton Jones Foundation, Charlottesville, VA.
PUB DATE- 95
NOTE- 165p.; Cover title varies.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Economics; Foreign Culture; Foreign Policy; *Futures (of Society); *Global Approach; *Global Education; Higher Education; *Intercultural Programs; *Intergroup Relations; International Education; *International Relations; International Trade; *Peace; Politics; Secondary Education; Social Studies

This reader provides background information for a public policy discussion program about the nation's future at this critical point in history. Through a non-partisan discussion format, citizens are encouraged to deliberate about the direction in which the nation should head in the years to come. This reader employs a multi-disciplinary approach and a humanities-centered methodology. The volume includes the following chapters: (1) "The End of the Cold War: Challenges of a New Era"; (2) "Considering Four Futures"; (3) "The Search for Peace in an Age of Conflict: Debating the U.S. Role"; (4) "U.S. Trade Policy: Competing in a Global Economy"; (5) "Global Environmental Problems: Implications for U.S. Policy"; (6) "Russia's Uncertain Transition: Challenges for U.S. Policy"; (7) "U.S. Immigration Policy in an Unsettled World"; and (8) "Charting Our Future: Balancing Priorities." A ballot for voting on the suggested course of action also is included, along with a participation evaluation form. (EH)

ED 383 242 FL 800 996

Shank, Cathy C.; Terrill, Lynda R.

Teaching Multilevel Adult ESL Classes. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement
(ED), Washington, DC.
PUB DATE- May 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Classroom Techniques; *English
(Second Language); Grouping (Instructional Purposes);
Independent Study; Instructional Materials; *Literacy
Education; *Multilevel Classes (Second Language Instruction);
Needs Assessment
IDENTIFIERS- ERIC Digests

Teachers in multilevel adult English-as-a-Second-Language classes are challenged to use a variety of materials, activities, and techniques to engage the interest of the learners and assist them in their educational goals. This digest recommends ways to choose and organize content for multilevel classes, explains grouping strategies, discusses a self-access component--independent work for learners, and offers suggestions for managing the classes. Contains 13 references. (JL)

ED 383 392   JC 950 318

Myran, Gunder; And Others
Community College Leadership in the New Century: Learning To Improve Learning.

PUB DATE- 95
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Change Strategies; *College Administration; College Role; *Community Colleges; Educational Improvement; Institutional Mission; *Leadership Styles; *Organizational Change; *Organizational Climate; Organizational Development; Trustees; Two Year Colleges

Based on the assertion that community colleges are moving from the community-based paradigm of the past 30 years to a new paradigm combining the forces of learner- and community-based education, this book explores the role of leadership in changing the mission and culture of the colleges. Chapter 1 describes differences between the older top-down leadership style and the newer learner- and community-based paradigms, while chapter 2 reviews essential elements of future community college leadership related to personal mastery of leaders and staff, governing ideas, key processes, and cultural change. Chapter 3 examines the social and economic forces driving the changes in college mission and operation, while chapter 4 reviews the origins and functions of organizational culture. Chapter 5 discusses the importance of leadership in establishing a shared vision, chapter 6 focuses on the spiritual dimension of leadership, and chapter 7 applies the concept of learning-based education to community college organization. The eighth chapter examines problems with the traditional vertical management of the colleges; the ninth asserts the importance of staying student-centered in reorganizing colleges; and the tenth reviews elements of team-building leadership. Finally, chapter 11 examines the role of planning in revising the community college organization and culture, chapter 12 reviews the role of boards of trustees, and chapter 13 focuses on instructional design and content in the new organizations. (Contains 62 references.) (KP)

ED 383 449 PS 023 341

Garanzini, Michael J.
Child-Centered, Family-Sensitive Schools: An Educator's Guide to Family Dynamics.
PUB DATE- 95
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Childhood Needs; Divorce; Dual Career Family; Elementary Secondary Education; Employed Parents; *Family (Sociological Unit); Family Environment; Family Health; *Family Problems; *Family Relationship; *Family School Relationship; Family Structure; Family Violence; *Learning Problems; One Parent Family; Parent Teacher Cooperation; Substance Abuse
IDENTIFIERS- Blended Families; *Dysfunctional Family; Family Crises; Family Functioning

An increasing number of children have family problems that interfere with their ability to learn at school. This book provides information about developing a clearer and more sophisticated child-centered school and classroom by making teachers and administrators more knowledgeable about the varieties of students' family structures, both healthy and unhealthy, and showing them how to be more adept at managing the effects of dysfunctional family systems as they impact the child, the classroom and the school. The first part of the book offers the reader a theoretical framework from which to appreciate the relative needs of the children and how families meet those needs. The chapters in this part are: (1) "The Developmental Needs of Children"; (2) "Understanding Families as Systems"; (3) "The Relational Needs of Children"; (4) "Understanding Relationship Dynamics"; (5) "Children in Dual-Wage and Dual-Career Families"; (6) "Children in Single-Parent Homes"; (7) "Children in Blended Families"; and (8) "Children in Adoptive Families." The second part examines the variety of dysfunctional family styles or structures and contains chapters: (9) "Dealing with Transference and Countertransference: Why Do Some Students Affect Us the Way They Do?"; (10) "Projection and Parallel Patterns in the Classroom"; (11) "Chronic Illness and the Stuck Child"; (12) "Divorce and the Split Child"; (13) "Substance Abuse and the Chaotic Family"; (14) "The Child in the Fragile Family"; and (15) "The Child in the Abusive Family." The final part of the book offers suggestions for family intervention and support, and contains chapters (16) "Dealing with Families" and (17) "Professional Consultation and Conferencing with Difficult Families." Each chapter includes references. (TJQ)

ED 383 560   SE 056 373

Vansant, Rhonda; Dondiego, Barbara L.

Moths, Butterflies, Other Insects & Spiders: Science in Art, Song, and Play.

PUB DATE- 95
NOTE- 100p.; Illustrations by Claire Kalish.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Concept Formation; Elementary Education; Elementary School Science; Entomology; *Experiential Learning; *Interdisciplinary Approach; Science Education; *Science Instruction; Science Process Skills; *Sensory Experience; Teaching Methods
IDENTIFIERS- *Insects; *Spiders

Some children hold the belief that insects and spiders are all mere nuisances because they have never had opportunities to observe, study, and learn to appreciate how these animals live and carry out their purposes in life. Studying insects and spiders fosters children's natural curiosity about the world around them and encourages them to use their five senses. This cross-curricular guide provides opportunities for children to build concepts by introducing them to insects, butterflies, moths, and spiders. Each animal study includes some or all of the following: art, creative drama, music and dancing, informational books, research, writing, cooking, and mathematics. Science skills emphasized include observing, following directions, classifying, creating models, manipulating materials, using numbers, asking questions, finding information, making predictions, designing investigations, communicating or recording information, drawing conclusions, and applying knowledge. Each chapter starts with a science goal followed by ideas on how to plan for the activities, lists of visual aids, and related words for discussion. (LZ)

ED 383 262 HE 028 375

Geiger, Roger L.
Industry and University Research: The Revolution of the 1980s.
PUB DATE- Apr 90
NOTE- 14p.; In: Science and Technology and the Changing World Order Proceedings of the American Association for the Advancement of Science, Committee on Science, Engineering, and Public Policy (April 12-13, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Trends; Financial Support; Higher Education; Industry; *Institutional Role; Research and Development; *Research Universities; *School Business Relationship; *Scientific Research; Trend Analysis
IDENTIFIERS- *1980s; Industry Role; *Industry Trends

This paper examines the relationship between industry and university research, focusing on developments in the United States from the 1950s through the 1980s. It found that while industry spent less than 2 percent of its research funds on academic research in 1965, it spent almost 5 percent on academic research in 1989. It also found that in the first half of the 1980s, industry substantially increased its investment in research, and that rise largely accounted for the rise in industry support for university research. In the second half of the decade, growth in industry research was modest in absolute terms, flat to negative in real terms, even though spending on university research continued to increase markedly. The paper maintains that university involvement in commercial relationships with industry have proliferated during the 1980s, especially in such areas as research parks and patent development, and that such relationships often come into conflict with university missions and goals. (MDM)

ED 383 283 IR 017 133

Means, Barbara; Olson, Kerry
Technology's Role within Constructivist Classrooms.
PUB DATE- Apr 95
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Uses in Education; *Constructivism (Learning); *Educational Change; *Educational Technology; Elementary Secondary Education; *School Restructuring; Student Centered Curriculum; Teaching Methods
IDENTIFIERS- Office of Educational Research and Improvement

As part of the Department of Education's Office of Educational Research and Improvement's (OERI) Studies in Education Reform Program, SRI's Center for Technology in Learning has been conducting a national study of the role of technology in supporting education reform, especially constructivist, student-centered teaching methods and instructional uses of computers and other technologies. Case studies of nine sites that have been using technology in ways that enhance a restructuring of the classroom around students' needs and project-based activities form the centerpiece of the project. Discussions include: "Moving from Discrete Skills to Authentic Tasks"; "Case Study Examples of Authentic Classroom Projects"; "Teacher-Reported Effects of Technology Use," including "Enhancing Student Work," "Increases in Motivation and Self-Esteem," "Changes in Student and Teacher Roles," and "Importance for Low-SES Students"; and "Factors for Success." Exhibits include:

"Exhibit 1: A Computer-Supported Collaborative Elementary School Project" and "Exhibit 2: Examples of Technology-Enhanced Activities." Across the case study sites, classrooms were found where technology was supporting constructivist goals by providing students with new capabilities and teachers with both stimulation for their thinking about activities and evidence of what highly motivated students can accomplish with technology. At the same time, only a minority of classrooms even approached the model of technology use in the reformer's vision for classrooms of the 21st century. A table outlines study sites and demography. (Contains seven references.) (MAS)

ED 383 302 IR 017 157

Hoover, Sheila J.; Abhaya, P. S.
Instructional Design Theory and Scientific Content for Higher Education.
PUB DATE- 95
NOTE- 11p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Computer Assisted Instruction; Computer Simulation; Computer Software Evaluation; *Content Validity; Higher Education; *Instructional Design; *Instructional Development; Qualitative Research; *Science Education; Surveys; *Teamwork
IDENTIFIERS- National Science Foundation

Computer-based instruction could have considerable impact on improving the quality of science education. Simulations and interactive problems provide a means for students to explore scientific concepts and experiment without the expense or hazard of using actual materials. This paper focuses on the instructional design process as it relates to the development of computer-based instruction for higher education. The Center for Interfacial Engineering Curriculum Development Project, funded by the National Science Foundation (NSF), is a partnership between engineers and educators to design and produce computer-based instructional modules. A survey was sent to other NSF grant recipients who were working on similar projects and also to an authoring discussion group on the Internet to obtain qualitative information on how they approach development, team member roles, whether or not team members have a science background, and, if not, how they communicate. Results indicate that: (1) it is important to clarify how much faith the content expert has in the instructional designer, and for each lesson to go through several iterations among team members; (2) the use of verbal explanations and sketching helps bridge the communications gap and discussions with nonscience team members help content experts to improve their teaching strategies; and (3) the software packages that were reviewed appear to have a lack of instructional design components. (AEF)

ED 383 322 IR 017 177

Li, Tiancheng; And Others

Modeling vs. Coaching of Argumentation in a Case-Based Learning Environment.

PUB DATE- 95

NOTE- 10p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Case Studies; College Students; Constructivism (Learning); *Decision Making; Educational Strategies; Higher Education; *Instructional Design; Locus of Control; Performance; *Teaching Models

IDENTIFIERS- *Coaching

The major purposes of this study are: (1) to investigate and compare the effectiveness of two instructional strategies, modeling and coaching on helping students to articulate and support their decisions in a case-based learning environment; (2) to compare the effectiveness of modeling and coaching on helping students address essential criteria in order to make sound decisions; and (3) to investigate how locus of control influences student performances. Fifty-five college students from two classes of School of Restaurant and Hotel Management at a large eastern university were randomly assigned to one of three groups: 17 students in modeling, 17 students in coaching, and 21 students in the control group. In a computer-based instructional lesson, students were asked to complete three case studies involving choosing equipment for purchase based on 12 criteria, and justifying their decision in a written report. In addition to core instructional materials, the modeling group was provided with a simulated case scenario with an expert's decisions and justifications. The coaching group was prompted with questions to focus the writing of their reports. Rotter's Locus of Control was administered after completion of the case study assignment to describe individuals' tendency to attribute successes and failures to internal or external sources.

Students then used a five-point scale to indicate how comfortable they felt working with computers. Results showed that neither coaching nor modeling helped students to address more criteria. Internal students outperformed external students. However, there was some indication that modeling strategy can help reduce the performance difference in recall between internal and external students. Results are summarized in six tables. (Contains 21 references.) (Author/MAS)

ED 383 374 JC 950 298

Annunziato, Frank R.

Faculty Collective Bargaining at Exclusively Two-Year Colleges.

PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Community Colleges; Faculty College Relationship; Faculty Organizations; Higher Education; *Labor Relations; Negotiation Agreements; Private Colleges; Public Colleges; *Teacher Strikes; *Two Year Colleges; *Unions

This newsletter presents information about faculty collective bargaining at two-year colleges during 1994. The newsletter indicates the following: (1) two-year colleges accounted for 349 (69%) of the 502 faculty higher education collective bargaining agents; (2) two-year college faculty accounted for 43% of the 242,221 faculty members represented by bargaining agents at all institutions; (3) 339 of the 432 public sector two- and four-year faculty collective bargaining agents were established at two-year colleges; (4) unions bargained for 587 faculty members at exclusively private two-year institutions, representing only 5.5% of all the private sector faculty members covered by collective bargaining agreements; (5) collectively, the ten largest states account for 87.5% of all unionized faculty at two-year colleges in all states; (6) the three largest unions were the National Education Association (accounting for 191 agents with contracts covering 43,692 faculty of 376 campuses), the American Federation of Teachers (accounting for 116 agents with contracts covering 41,734 faculty on 218 campuses), and the American Association of University Professors (accounting for nine agents covering 2,425 faculty on 17 campuses); (7) between 1966 and 1994, there were 95 two-year college faculty strikes, representing 58% of all faculty strikes during the same period; and (8) while the number of faculty strikes has declined since the 1970's, the proportion of two-year faculty strikes has declined at a faster rate. The newsletter also includes information on new union affiliations and public sector compensation increases. (MAB)

ED 383 411 PS 023 030

McNulty, Bernadette L.

Improving School Climate by Using Conflict Resolution in Grades K-6.

PUB DATE- 94
NOTE- 116p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; Conflict; *Conflict Resolution; *Educational Environment; Elementary Education; Elementary School Students; *Interpersonal Communication; *Interpersonal Relationship; Multicultural Education; Peer Relationship; Practicums; Student Attitudes; *Student Behavior; Student Problems; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Conflict Management

A 12-week practicum was developed to improve school climate by using conflict resolution in grades K-6. Staff and students completed a poll designed to assess their concerns about the daily functioning of the school. The school's climate was discussed in light of how the student body reacted to the school setting, with emphasis on areas where supervision was not too obvious. Following the survey results, the focus shifts to a concentration on the areas of recess, playground, assemblies, and hallways. Rules in each of these areas received a new direction. Classes received instruction in how these areas would be addressed and what was expected of students. Careful supervision and analysis of the data allowed the researcher to adjust methodology and address problems as they arose. By the end of the 12 weeks, clear guidelines for acceptable behavior in the cafeteria, recess, hallway, and auditorium had been established. The students knew their limits and willingly accepted tne imposed restrictions because they had been part of the rule-making process. (Fourteen appendices include the questionnaire for conflict resolution and the various checklists used. Contains 40 references.) (AA)

ED 383 468 PS 023 365

Roberts, Richard N., Ed.

Coming Home to Preschool: The Sociocultural Context of Early Education. Advances in Applied Developmental Psychology, Volume 7.

PUB DATE- 93

NOTE- 306p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)

DESCRIPTORS- Child Development; Child Rearing; Context Effect; *Cultural Context; Cultural Exchange; Early Childhood Education; *Early Intervention; *Educational Environment; *Family Environment; Interpersonal Relationship; *Language Acquisition; Literacy; Mothers; Parent Child Relationship; Parent Role; Peer Influence; Perception; Social Development; *Sociocultural Patterns; Test Wiseness

IDENTIFIERS- Hawaii; *PREP Study System

This collection of articles describes an interdisciplinary cooperative effort in the context of PREP (Prekindergarten Education Program) intervention. The PREP began with the intention of developing a culturally competent education system for Hawaiian children and their families. An introductory chapter "Applied Research and Program Development: Orthogonal or Complimentary Behavior?" (Richard N. Roberts) and introductory remarks by Irving E. Sigel are followed by sections on: (1) the social, and (2) the educational contexts of development in the home. The 11 chapaters in these two sections are: "Growing Up Hawaiian: Autonomy and Solidarity in a Generational System of Interaction" (John J. D'Amato and Kristina Inn); "Kin and Calabash: The Social Networks of Preschool Part-Hawaiian Children" (Dale C. Farran, Jayanthi Mistry, Michelle Ai-Chang, and Hannah Herman); "Unpackaging Cultural Effects on Classroom Learning: Hawaiian Peer Assistance and Child-Generated Activity" (Thomas S. Weisner, Ronald Gallimore, and Cathie Jordan); "Development of the Home-Learning Environment Profile" (Robert W. Heath, Paula F. Levin, and Katherine A. Tibbetts); "Mother-Child Interactions and the Development of Verbal and Perceptual Skills in Part-Hawaiian Preschool Children" (Dale C. Farran and Thomas Darvill); "Quality and Quantity of Maternal-Child Interaction" (Richard N. Roberts and Margaret L. Barnes); "The Relationship Between Talking at Home and Test Taking at School: A Study of Hawaiian Preschool Children" (Mary Martini and Jayanthi Mistry); "The Social Context of Early Literacy in Hawaiian Homes" (Paula F. Levin, Mary E. Brenner, and J. Mahealani McClellan); "Preschool Activities as Occasions for Literate Discourse" (Jayanthi Mistry and Mary Martini); "The Comprehension Reading Lesson as a Setting for Language Apprenticeship" (Gisela E. Speidel); and "The Family, the School, and the Interface" (Richard N. Roberts). (AA)

ED 383 504 RC 020 112

Theobald, Paul; Dinkelman, Todd
The Parameters of the Liberal-Communitarian Debate.

PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Liberties; Democratic Values; Educational Change; Educational Philosophy; Elementary Secondary Education; *Free Enterprise System; *Government Role; *Individualism; Intellectual History; *Liberalism; Moral Values; Policy Formation; Political Attitudes; *Social Values
IDENTIFIERS- Civic Values; *Communitarianism

This essay presents components of the debate between liberals and communitarians, discusses how this debate centers around policies affecting market economies and the role of government, and points out implications for school reform. The chief criticism communitarians aim at liberalism is that it promotes obsessive individualism, and in this process any meaningful sense of communal obligation, responsibility, and tradition has been lost or greatly diminished. Liberalism can be traced back to the 17th century when Christianity introduced the idea that human fulfillment could be achieved through an internal connection with God. This was a dramatic shift away from the once predominant notion that defined selfhood by one's contribution to or fit within society. Eventually, liberal philosophy evolved into the belief that self-identity required rational decision making and any allegiance to community (or to God, or to nature, etc.) was not essential. From a communitarian perspective, such a definition is fundamentally shortsighted because humans only come to make sense of their world, and their place in it, through social interaction. Furthermore, liberalism with its emphasis on individual choice has failed to account for moral reasoning, or the importance placed on making the "right" choice. Liberalism has encouraged the development of powerful multinational corporations that, in their quest for a bigger place in the market, have neglected the environment, disregarded the welfare and safety of workers, and defined success in terms of material accumulation. And liberalism has also promoted a system of government that protects the rights of these corporations. Communitarians call for instilling social values that stress judging what is morally right as opposed to always considering individual rights; giving the locus of policy-making power back to the community and ensuring that all members of that community be given a voice in shaping policies affecting their lives; and returning to the democratic idea of civic participation. Implications for schools include dropping standards that base school-related decision making on economic values, and cultivating civic virtues that stress the importance of family and community. (LP)

ED 383 521 SE 053 877

Henderson, Sandra, Ed.; And Others
Global Climates--Past, Present, and Future. Activities for Integrated Science Education.
PUB DATE- Jun 93
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Air Pollution; *Climate; *Climate Change; *Earth Science; Environmental Education; Global Warming; Greenhouse Effect; High Schools; Instructional Materials; Integrated Curriculum; Junior High Schools; Science Curriculum; *Science Education; Science Process Skills
IDENTIFIERS- Environmental Issues; *Global Change; *Hands On Science

Designed for integration into existing science curriculum for grades 8-10, this curriculum uses a current environmental issue, climate change, as a vehicle for teaching science education. Instructional goals include: (1) familiarize students with scientific methods; (2) help students understand the role of uncertainty; (3) encourage students to gather meaningful data; (4) engage students in hands-on, experiential learning within the classroom and community; (5) develop student learning artifacts (used in authentic assessment); (6) examine information regarding Earth's climate as it currently exists; (7) analyze information regarding Earth's past climate; (8) develop the concept of a greenhouse; (9) consider factors contributing to Earth's climate; and (10) evaluate controversial issues regarding global climate change. Fifteen activities are contained in five modules five modules that cover climate; the greenhouse effect; the carbon cycle, climate change, and the greenhouse gases; and possible effects of climate change. Teacher and student materials are provided for each activity. Science content includes fundamental components of the climate system, including the hydrosphere, atmosphere, and biosphere; the scientific uncertainties involved in predicting the rate and magnitude of climate change; and the likely impacts of rapid climate change on ecosystems. The publication cites 17 additional curriculum resources. (LZ)

ED 383 583 SO 024 750

VanSledright, Bruce A.
Knowledge Growth and Attitude Change in Fifth-Grade Students Who Studied the American Revolution.
PUB DATE- Nov 93
NOTE- 69p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Nashville, TN, November 19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; *Classroom Environment; Classroom Techniques; Grade 5; Instructional Effectiveness; Intermediate Grades; Personality Studies; *Revolutionary War (United States); Socialization; *Social Studies; *Student Attitudes; Teacher Attitudes; *Teacher Influence; Teaching Methods; Teaching Styles

This study explored the teaching practices and attitudes toward history of two fifth-grade teachers who taught their students about the American Revolution in 6-week units. Using case study, interviewing, observations, and student attitudes assessments, the study examined how the fifth graders reconstructed elements of the American Revolution period. Differences in the teachers' practices are examined briefly to establish a context for the teaching-learning environment. The findings suggest that what and how much the students learned about content of the units appeared similar, despite differences in how the teachers mediated the units. One group did develop a greater appreciation for point of view in history, for the importance of using history as a tool to address present problems, and for the value of democratic attitudes and actions. The study suggests there are implications for those policymakers who must make curricular and content decisions in schools. (EH)

ED 383 660 SP 036 000

Stallworth, B. Joyce
New Minority Teachers' Perceptions of Teaching.
PUB DATE- Nov 94
NOTE- 45p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9-11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Case Studies; Elementary Secondary Education; Higher Education; Internship Programs; *Minority Group Teachers; Personal Narratives; Qualitative Research; Socialization; *Teacher Attitudes; Teacher Education; *Teacher Interns; Teacher Role; Teacher Student Relationship; Teaching Experience
IDENTIFIERS- *Teacher Socialization

This study was a follow-up investigation of five minority first-year teachers who were 1992 graduates of the Peabody Internship/Induction Teaching Program. The study was designed to examine the socialization of new minority group teachers. Structured interview protocols for the teachers and their principals were the primary means of data collection. Unstructured interviews on the telephone and face-to-face conversations also contributed significantly to the case studies. A school demographics form provided additional information on the dynamics involved in each specific teaching context. During their final year in the program, teachers completed biographical sketches that provided background information. Finally teachers' letters, journal entries, anecdotes, and personal reflections provided examples to illuminate themes. Conclusions were drawn from analysis of the six major case study subsections and teachers' stories, and discussion of teachers' socialization process using M. Chefetz's framework. Cultural contexts for the participants included settings from inner city to suburban. Teachers expected to have consistent, inviting, and fair environments in order to actively involve students. Satisfaction came mostly from the intrinsic rewards of teaching. Metaphors supplied by the teachers, such as actress on stage, activist, parent, doctor, motivator, taxi driver, proved to be very useful in explicating the complex and interrelated roles these teacher played. One teacher's first year anecdote is appended. (Contains 29 references.) (JB)

ED 383 678 SP 036 018

Richards, Janet C.; And Others

Lessons in the Field: Context and the Professional Development of University Participants in an Urban School Placement.

PUB DATE- Nov 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Educational Research; Elementary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Professional Development; Qualitative Research; Reading Instruction; Reflective Teaching; *Sociocultural Patterns; Student Centered Curriculum; *Student Teachers; Student Teacher Supervisors; Student Teaching; Teacher Educators; Teaching Experience; Urban Education; *Urban Schools

The qualitative inquiry reported here describes the particular sociocultural aspects of an urban elementary school serving as the context for an award-winning reading/language arts early field experience, and takes a close look at how the sociocultural factors of this urban elementary school contribute to the professional development of the preservice teachers and university supervisors who work within that context. Data were collected over 3 years through formal and informal observations, interviews, field notes, informal conversations, and artifacts that included preservice teachers' dialogue journal entries, pre- and post-semester written metaphors about teaching, interpretations of a series of illustrations, and post-semester reflective statements. Analysis demonstrated that the permissive, student-centered philosophy in the school and the negative attitudes of many of the older students contributed to making the field placement a difficult assignment for the white middle class preservice teachers. The experience was positive for the researchers' professional development but not always for the student teachers. The elementary students' behavior caused many to feel they had not accomplished their teaching goals and to equate good teaching with keeping students quiet and on task. The difficulty of the placement also impeded the preservice teachers' development of reflective practices and constructivist views about the learning process. (Contains 37 references.) (JB)

ED 383 243 HE 028 355

Bown, Lalage, Ed.
Towards a Commonwealth of Scholars: A New Vision for the Nineties
PUB DATE- 94
NOTE- 245p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Students; Developed Nations; *Developing Nations; Educational Trends; Foreign Countries; Foreign Students; Graduate Students; *Higher Education; Institutional Role; Intercollegiate Cooperation; *International Educational Exchange; *Student Mobility
IDENTIFIERS- Caribbean; *Commonwealth of Nations; India; Kenya; Malaysia; Nigeria; Singapore; United Kingdom; Zimbabwe

This volume contains papers on strategies and mechanisms for developing, maintaining, and expanding the flow of students into the universities and polytechnics of the British Commonwealth's developing nations and for the extension of exchange between all Commonwealth developing nations. Part 1 contains introductory papers. Part 2 contains papers on academic interchange and institution building. Part 3 presents viewpoints from the Commonwealth nations; Part 4 contains papers on student flows from the post-industrial nations; and Part 5 contains research papers on mobility. The individual papers are: "Active, not Passive: A Commonwealth Agenda for Redirecting Student Flows" (Lalage Bown); "Towards a Commonwealth of Scholars: Developing Foreign Student Flows into Universities of the South" (Lalage Bown); "Trends, Problems and a Commonwealth Project" (Jasbir Singh); "Student Mobility Networks: The Case for a Commonwealth Scheme" (Elizabeth Dines); "Student Mobility and Internationalisation: A Perspective from the English-speaking Caribbean" (Ancilla Armstrong and J. E. Greene); "Academic Exchange: Student Flows, Exchange Schemes and Capacity Building in India" (Karuna Chanana Ahmad and Aparna Basu); "Policy, Expectations and Shortfalls: Nigerian Views and Experiences" (A. Jones Akinpelu); "Against the Grain? Student Mobility from Britain to Commonwealth Developing Countries" (Hilary Callan and Kate Steele); "Internationalising Canadian Universities: Student Mobility to Developing Countries" (Association of Universities and Colleges of Canada); "Academic Exchange Schemes in Malaysia" (Leong Yin Ching); "Two Contrasting African Cases: Kenya and Zimbabwe" (Parvin Walji and Peter Dzvimbo); "World Class Institutions and Student Mobility: The Indian Institutes of Technology" (Jayalakshmi Indiresan); and "Open to Talent: Higher Education in Singapore" (G. Gopinathan). Appendixes contain summary statistical tables on student mobility and a description of the Commonwealth Universities Study Abroad Consortium program. Contains 41 references. (JB)

ED 383 339 IR 017 194

Smith, Patricia L.; Ragan, Tillman J.
An Essay on Experience, Information, and Instruction.
PUB DATE- 95
NOTE- 6p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); Educational Environment; *Educational Strategies; Educational Technology; *Experiential Learning; Information Dissemination; Teaching Methods

The relative cognitive requirements and benefits of learning from non-contrived experience and information presentation is considered. The advantages and costs are contrasted with contrived experience and information-reduction that are features of instruction. An overview is given of one method of viewing the relationship between experience and information, in the form of an experience to information continuum. Experience is discussed in terms of computer and instructional technology; virtual reality; the cognitive operation of forming concepts; language; constructivism; and possible instructional tools and approaches. Information availability, access to information, and information-based learning systems are examined. The richer meaning of instruction in the context of instructional technology is explored. It is asserted that instruction should be a process that involves both sources of learning (experience and information), as the situation requires. Caution is advised against the seduction of adopting computer-based learning environments. The nature of learners' prior knowledge, motivations, beliefs, and the nature of the potential learning outcomes are all crucial in making instructional decisions. (Contains seven references.) (MAS)

ED 383 393   JC 950 319

Stockton, James J.
Development of an Orientation Manual for the North Arkansas Community/Technical College Foundation Board of Directors.

PUB DATE- Apr 95
NOTE- 89p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Board Administrator Relationship; Community Colleges; *Content Analysis; Fund Raising; *Information Needs; *Material Development; Organizational Development; *Orientation Materials; *Philanthropic Foundations; Two Year Colleges
IDENTIFIERS- *Board Member Responsibility; North Arkansas Community Technical College; Volunteers in Education

In an effort to provide new members of the North Arkansas Community/Technical College (NACTC) Foundation Board with college- and foundation-related information needed to carry out their duties, a project was undertaken to develop a board orientation manual. To determine what information should be included in the manual and how it should be organized, a literature review was conducted, focusing on the rationale for private support, the role of volunteers in development activities, the information needed by volunteers, and concepts of handbook development. From this review, it was determined that the manual should provide information on the following areas: (1) the foundation's mission and bylaws; (2) the college's organization, mission, and goals; (3) the role of foundation board members and explanations of committee assignments; (4) the role of the executive director and foundation staff; (5) programs, awards, and events sponsored by the foundation; (6) foundation finances; (7) a schedule of board meetings; and (8) a list of foundation members. The first draft of the manual was completed in February 1995 and mailed to members of a summative evaluation committee formed at NACTC for suggestions and revision. It was determined that the manual be produced in-house. (Contains 22 references.) (Appendixes provide manual criteria; information on members of formative and summative evaluation committees formed for the project; and the final orientation manual.) (KP)

ED 383 431 PS 023 243

Jenkin, Jean B.

Teacher Behaviour and Attitudes as Key Factors in Early Childhood Integration.

PUB DATE- Nov 91

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Communication; *Classroom Environment; Foreign Countries; Interaction; *Mainstreaming; Preschool Education; *Regular and Special Education Relationship; Special Education Teachers; Special Needs Students; *Teacher Attitudes; *Teacher Behavior; *Teacher Student Relationship

IDENTIFIERS- Attitudes toward Disabled; Australia

A study examined the interactions between special education and mainstream early childhood teachers and children with and without disabilities in integrated (mainstreamed) preschool settings. It was hypothesized that in an integrated setting, special education teachers would be more likely to interact with handicapped children while mainstream teachers would more likely interact with regular children, and that rates and intensity of interaction would differ between teacher types. It was also hypothesized that the presence or absence of the full-support special education teacher would have a significant effect on mainstream teacher interactions with special needs children. The methodology involved cross-type observations and analysis of interaction rates, intensity, and content. Results showed a very low interaction rate overall and significant differences between special and mainstream teacher interaction patterns. The study also set out to identify the types of attitudes teachers held toward integration and to establish whether a relationship existed between these attitudes and the observed behavior. The results showed a generally positive attitude toward integration. (WP)

ED 383 487 RC 019 749

Henderson, Karla; Fox, Karen
Methods, Measures, and Madness: Possibilities for Outdoor Education Research.
PUB DATE- Jan 94
NOTE- 7p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (2nd, Bradford Woods, IN, January 14-16, 1994); see RC 019 747.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Research; Experimenter Characteristics; Holistic Approach; *Outdoor Education; Research Design; Researchers; *Research Methodology; *Research Needs; Research Problems

This paper discusses 10 reasons why outdoor education research needs more and better methods and measures. These reasons encompass the following areas of discussion: (1) the researcher's theories and values influence the research methods and measures chosen; (2) measurement must be relevant to the phenomenon measured, and multilevel phenomena may require multiple measures; (3) outdoor education research abounds with small quick projects, and the field would benefit from longitudinal studies and in-depth case studies; (4) outdoor education research must move beyond a linear cause and effect model to more complex analysis of dynamic relationships and multiple variables and contexts; (5) the increasing diversity of participants may require varied methods and measures and result in new insights and perspectives; (6) process orientations and group-based studies provide a further dimension that goes beyond the tendency to focus on program content and output; (7) collaborative styles of research empower both subjects and researchers and increase understanding of the situation; (8) multiple methods, both qualitative and quantitative, exist for research; (9) outdoor education research journals and other means of sharing information among researchers are needed; and (10) many critical issues exist in outdoor education and must be identified, but a holistic outlook is also necessary. (SV)

ED 383 539 SE 055 880

Crismond, David; And Others

Technology for Science: Overview of the Project.

SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Electricity; Grade 9; *Heat; High Schools; Learning Activities; *Magnets; *Measurement; *Motion; Science Activities; Science Curriculum; Science Education
IDENTIFIERS- Hands on Science

Technology for Science is a National Science Foundation funded program that is developing and testing curriculum units for teacher materials built around a series of design-oriented science problems called "challenges," mainly for ninth-grade general and physical science classes. Technology for science challenges have a clear connection to science concepts, allow for multiple solutions, engage, and motivate students. Solutions must be low-tech and easy to make. Three-to-six week curriculum units have been created around the following topics: Motion and Measurement, Electricity and Magnetism, and Heat. In each unit, students define and research problems, collaboratively design and build solutions, present plans and results to classmates, and reflect upon their work. Each activity contains: concepts, materials, design challenges, and student assessment. (MKR)

ED 383 605 SO 024 905

Knoll, Patricia C., Ed.
Listing of Education in Archaeological Programs: The LEAP Clearinghouse, 1989-1989 Summary Report.
PUB DATE- 90
NOTE- 248p.; For 1990-91 listing, see ED 362 424.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Archaeology; *Community Education; *Community Programs; Education; Federal Programs; *Heritage Education; *Local History; *Preservation; *State History; State Programs

This catalog incorporates information gathered between 1987 and 1989 for inclusion into the National Park Service's Listing of Education in Archaeological Programs (LEAP) computerized database. This database is a listing of federal, state, local and private projects promoting positive public awareness of U.S. archaeology--prehistoric and historic, terrestrial, and underwater. The listing categorizes nearly 1,200 individual LEAP records by major product categories: posters, brochures, exhibits/displays, public participation programs, school education programs, audios/videos/films, broadcasts, press articles, popular publications, and community outreach. This catalog is based on product descriptions, and all the reported public awareness activities are listed by their general programs (e.g., school education programs, community outreach) with a project summary and an identification of sponsoring agency or organization and contact person. Cross referenced indices point to products by detailed categories, sponsoring agencies, or projects/programs. (EH)

ED 383 643 SO 025 112

Thompson, Christine Marme, Ed.
The Visual Arts and Early Childhood Learning.
PUB DATE- 95
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Education; Art Appreciation; Art Criticism; *Art Education; Art Expression; Art History; Art Teachers; Childrens Art; Cross Cultural Studies; Cultural Pluralism; *Developmental Stages; *Early Childhood Education; Gifted; Interdisciplinary Approach; Museums; Preschool Children; Visual Arts; Visual Literacy

This anthology focuses on the earliest art expressions, experiences and encounters of young children in the educational setting. The 21 chapters include: (1) "The Visual Arts and Early Childhood Learning: Changing Contexts and Concepts" (Christine Marme Thompson); (2) "The Narrative Quality of Young Children's Art" (Marilyn Zurmuehlen; Larry Kantner); (3) "Significance of Adult Input in Early Childhood Artistic Development" (Anna M. Kindler); (4) "Art at Home: Learnings from a 'Suzuki' Education" (George Szekely); (5) "Preschool Children's Socialization through Art Experiences" (Patricia Tarr); (6) "The Case of the Easter Bunny: Art Instruction by Primary Grade Teachers" (Liora Bresler); (7) "Developmentally Appropriate Practice in Early Art Education" (Cynthia B. Colbert); (8) "A Portrait of an Early Childhood Art Teacher" (Elizabeth Smith Cole); (9) "Liberating Art Experiences for Preschoolers and their Teachers" (Kathryn Gaspar): (10) "Birthdays, Children, and Art: Museums as Meaningful Places for Young Children" (Priscilla Lund; Sandy Osborne); (11) "The Picture Museum: Creating a Photography Museum with Children" (Suzanne Kolodziej); (12) "A Bunch of Naked Ladies and a Tiger: Children's Responses to Adult Works of Art" (Marianne S. Kerlavage); (13) "Art Historical Understanding in Early Childhood" (Mary Erickson); (14) "Understanding Young Children's Ways of Interpreting their Experiences through Participant Observation" (Mary Stokrocki); (15) "Art Criticism with Young Children Experiencing Developmental Delays" (Karen Kakas); (16) "Language and Learning About Art" (Connie Newton): (17) "Art Education and Children's Literature: An Interdisciplinary Approach for Preschool Children" (Florence S. Mitchell); (18) "Early Education in Geography and Art: A Focus on Spatial Ability and Visual Skill" (Joanne K. Guilfoil); (19) "A Cross-cultural Study of Partial Occlusion in Children's Drawings" (Chun-Min Su); (20) "Educating the Artistically Gifted Student in Early Childhood" (Andra L. Nyman); and (21) "Multiculturalism and the Tender Years: Big and Little Questions" (Elizabeth Manley Delacruz). Each article contains references. The work concludes with notes about the contributing authors. (MM)

ED 383 357 JC 950 278

Humphrys, James G.; Koller, Albert M., Jr., Ed.
Community Colleges for International Development, Inc.: The
Vision and the History, 1976-1994.

PUB DATE- Dec 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Community Colleges; Consortia; Cooperative Programs; *Educational History; Foreign Countries; *International Education; *International Educational Exchange; International Organizations; *International Programs; *Organizational Development; Organizational Objectives; Two Year Colleges
IDENTIFIERS- *Community Colleges for International Development

Focusing on organizational structure, operational policies, an scope of activities, this monograph relates the history of the Community Colleges for International Development, Inc. (CCID), a cooperative endeavor to promote international education in two-year colleges. The first chapter describes CCID's formative years, from its foundation in 1976 by Brevard Community College, Bunker Hill Community College, Delaware Technical and Community College, Florida Junior College, and Navarro Community College to develop opportunities for international education, to its expansion to nine colleges and training agreements with Taiwan and the Republic of Suriname by the end of 1980. Chapter 2 reviews organizational growth between 1981 and 1985, highlighting the educational exchange of CCID-member students with West Germany, the training of Suriname students and teachers at CCID institutions, and the expansion to 11 members in 1985. Chapter 3 reviews activities between 1986 and 1988, including student and faculty exchange programs in Europe, while chapter 4 describes CCID reactions to global events from 1989 to 1994, highlighting projects in Eastern Europe, Suriname, Russia, and Taiwan, as well as the expansion to 21 full and 41 affiliate members by 1993. Footnotes are included for each chapter. Appendixes include a CCID financial summary for 1976-1994, and a list of member colleges showing years of membership and college personnel on the CCID Board. (BCY)

ED 383 561 SE 056 374

Vansant, Rhonda; Dondiego, Barbara L.
Cats, Dogs, and Classroom Pets: Science in Art, Song, and Play.
PUB DATE- 95
NOTE- 112p.; Illustrations by Claire Kalish.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Concept Formation; Elementary Education; Elementary School Science; *Experiential Learning; *Interdisciplinary Approach; Science Process Skills; *Sensory Experience; Teaching Methods

IDENTIFIERS- *Pets

Studying pets fosters children's natural curiosity about the world around them and encourages them to use their five senses. This cross-curricular guide provides opportunities for children to build concepts by introducing them to a variety of household pets beginning with cats and dogs, and including mice, gerbils, hamsters, rabbits, guinea pigs, fish, and birds. Each animal study includes some or all of the following: art, creative drama, music and dancing, literature, research, creative writing, cooking, and mathematics. Science skills emphasized include observing, classifying, creating models, manipulating materials, using numbers, asking questions, finding information, making predictions, designing investigations, communicating or recording information, drawing conclusions, and applying knowledge. Each chapter starts with a science goal followed by ideas on how to plan for the activities, lists of visual aids, and related words for discussion. (LZ)

ED 383 263 HE 028 376

Basom, Margaret; Sherritt, Caroline
Insights into the Future of Higher Education in the United States: A Meta-Analysis of Issues in the Literature and Results of a Survey of Administrators and Political Officers.
PUB DATE- Sep 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Accountability; Administrators; Colleges; *Educational Attitudes; *Educational Finance; *Educational Trends; Equal Education; *Higher Education; Institutional Role; *Problems; Public Opinion; Technological Advancement; Universities

This paper discusses the current crisis in higher education in the United States, in regard to decreasing resources, access, equity, societal role, accountability, and public trust. It also reports on a survey of five higher education administrators and five state government education officials that sought to determine what they believed would be the major political and economic issues facing higher education in the next century. The survey participants identified 20 political and economic problems that higher education will face in coming years. It found little difference between the opinions of the educators and officials surveyed and scholars writing about such issues. It also found that there was a consensus among scholars and survey participants that although technology is a panacea for many problems afflicting higher education, there is a lack of direction for applying such technology effectively. (Contains 15 references.) (MDM)

ED 383 323 IR 017 178

Liang, Chaoyun Chaucer

The Impact of Situational Factors on the Corporate Instructional Development Practitioner's Decision Making.

PUB DATE- 95
NOTE- 20p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; Corporations; *Decision Making; Environment; Foreign Countries; *Influences; *Instructional Development; Planning; Theory Practice Relationship
IDENTIFIERS- Practitioners; Taiwan

A conceptual framework is proposed which will advance instructional development (ID) theory, especially at the macro level which encompasses planning, development, and implementation. The influence of critical and situational factors and the interaction between the practitioner and the surrounding context is explored and illuminated. Situational factors are defined as "a variety of environmental forces which influence the practitioner's decision making in a specific situation." These are: individual characteristics, resource availability, client needs, organizational influences, and market competition. Three additional factors emerged during the course of inquiry: cultural context, nature of the task, and stakeholders. Data collection involved four expert ID practitioners from the China Productivity Center (CPC) (Taiwan), and used: (1) spontaneous conversation; (2) interview and discussion; (3) participant observation; (4) field notes and a reflexive journal; and (5) document and record reviews. A summary is presented of the five cases of four ID practitioners. The client's needs were found to be the most critical of the situational factors in the practitioners' decision making. The factors of cultural context, organizational influences, individual characteristics, and resource availability were critical in all five cases. The nature of the project and stakeholders were less critical, but still significant. Findings are discussed under four themes: (1) situational factors; (2) interlacing network; (3) decision making process; and (4) corporate ID practices. Three figures illustrate concepts, and two tables summarize data. (Contains 22 references.) (Author/MAS)

ED 383 450 PS 023 342

D'Angelo, Diane; Harvell, Cynthia

Engaging Families: Even Start Regional Technical Assistance Conference Proceedings (St. Louis, Missouri, October 5-8, 1993; Washington, D.C., October 20-23, 1993; Lajolla, California, November 14-16, 1993).

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; At Risk Persons; Educational Strategies; *Family Programs; Integrated Services; *Parent Education; Parents as Teachers; Parent School Relationship; *Preschool Education; *Program Implementation; School Readiness; *Technical Assistance
IDENTIFIERS- *Even Start; Family Support

Even Start is a comprehensive program of family support intended to help parents provide children who are at-risk with the tools necessary to start formal schooling. This report provides an overview of the conference agendas of three U.S. Department of Education Even Start Technical Assistance conferences, as well as information gathered from the over 850 Even Start grantees and state coordinators who attended the meetings. The conferences focused on working with families and integrating health and social services to meet the needs of families more effectively. Breakout sessions and focus group discussions addressed the challenges that grantees face in implementing the parenting component, successful strategies for implementing parenting programs, and the changes observed as a result of successful parenting programs. Two appendixes contain detailed agendas from the three conferences and a conference evaluation form for participants. (MDM)

ED 383 522 SE 054 326

Science, Technology, and Government for a Changing World.
PUB DATE- Apr 93
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Educational Change; Elementary Secondary Education;
*Government Role; *Science Education; *Technology Education

The Carnegie Commission on Science, Technology, and Government has produced a set of reports which provide variations on one basic, underlying theme: the search for judicious use of science and technology in the context of humane, democratic values. Many steps should be taken in the organization and decision making of government to enhance the beneficial consequences of science and technology and to avert the unwanted. This document delineates some of these steps. Chapters are: "Preamble and Highlights of the Commission's Recommendations" (J. Lederberg); "The White House: Science & Technology and the President" (W. T. Golden); "Congress: Science, Technology, and the Legislative Process" (J. Brademas); "Judicial Decision Making: Creating Opportunities and Meeting Challenges" (H. L. Kaplan); "States: Meeting National Challenges Through a State-Federal Science and Technology Partnership" (R. F. Celete); "International Affairs: Science and Technology in U.S. International Affairs" (R. W. Nichols); "Global Development: Cooperation for Development Can Prevent Somalias" (J. Carter); "International Science Advice: The Institutions of Science and the Global Prospect: The Case of the Environment" (T. F. Malone); "National Security: New Thinking and American Defense Technology" (W. J. Perry); "Economic Performance: Organizing the Executive Branch for a Stronger National Technology Base" (B. R. Inman); "Education: In the National Interest. The Federal Government in the Reform of K-12 Math and Science Education" (L. M. Branscomb); "Environmental Research and Development: Strengthening the Federal Infrastructure" (H. G. Stever and R. Fri); "Regulation: Improving Regulatory Decision Making" (D. M. Costle); "Nongovernmental Organizations: The New Dimension in the Relations Between Science and Government" (W. D. Carey); "Government's Technical Leadership: Assuring Scientific Competence in Public Service" (N. R. Augustine); and "Long-Term Goals: Linking Science and Technology to Societal Goals" (H. G. Stever). Appendices include: About the Carnegie Commission on Science, Technology, and Government; Commission and Advisory Council; task forces and reports; participants in Commission activities with their affiliations; and biographies of authors. (MKR)

Bullard, Robert D.
People of Color Environmental Groups, 1994-95 Directory.
PUB DATE- Jul 94
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Activism; Adult Education; Advocacy; Annotated Bibliographies; Citizen Participation; Community Education; *Community Resources; Environmental Education; *Minority Groups
IDENTIFIERS- *Environmental Law; Environmental Organizations; Environmental Protection; *Grassroots Efforts; People of Color

This directory is an expansion and update of a 1992 edition that cataloged 205 people of color environmental groups. This edition lists more than 300 people of color groups from 40 states, the District of Columbia, and Puerto Rico and includes groups in Canada and Mexico. Section I is an introduction to the directory and the method used to collect data on the organizations. Section II outlines the principles of environmental justice and examines the state of the movement nationally and internationally. Section III provides eight vignettes of grassroots action that typify the work of women of color activists. Section IV-VIII, the resource sections of the directory, profile environmental, civil rights, legal groups, and people of color groups in the United States, Canada, and Mexico that are working on environmental and economic justice issues. Organizations listed provide a wide range of technical, research, legal, education, and training support to grassroots groups. An annotated bibliography on environmental justice contains 47 citations limited to resource material for the years 1990-94. An appendix contains data forms used to gather information on the profiled groups. (LZ)

ED 383 584 SO 024 751

Garrett, Alan W.
What Is Curriculum History and Why Is It Important?
PUB DATE- Nov 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chapel Hill, NC, November 9-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Research; *Educational History; Educational Philosophy; Educational Principles; Educational Research; *Educational Theories; *Foundations of Education; Instruction; Knowledge Base for Teaching; Teacher Education
IDENTIFIERS- *Curriculum History

This paper suggests that curriculum history should not be circumscribed by narrow, sometimes arbitrary, definitions that tend to be limiting. Curriculum history considers what societies value enough to pass on to younger generations through its schools. The foremost question which has not changed throughout the years is "What should schools teach?" Curriculum historians address two important questions as they look to the past and its continuing influence on the present: (1) What was the understood knowledge in previous times? and (2) What are the end results of curriculum thought and practice? The study distinguishes between the intended curriculum and the enacted curriculum and how those two often varied greatly. Previous research shows how earlier curriculum theorists and practitioners have addressed those questions. A criticism of the lack of knowledge of curriculum history by practitioners in the field is made with a strong case presented for better preparation of future teachers in learning more about the field. (EH)

ED 383 624 SO 024 985

LeVasseur, Michal
Finding A Way: Encouraging Underrepresented Groups in Geography. An Annotated Bibliography. Pathways in Geography Series Resource Publication, Title No. 5.
PUB DATE- 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cultural Differences; Elementary Secondary Education; *Equal Education; *Females; *Geography; Higher Education; *Justice; *Minority Groups; Race; Sex Discrimination

This bibliography is intended to begin the process of awareness necessary to encourage young women and racial and ethnic minorities in geography classes across the nation. Women and minority racial and ethnic groups have long been seriously underrepresented in the discipline of geography both in the applied and professional world and in academic institutions. This project is the first national effort to address the issue of equity in achievement and retention in geography classes. The objective of this document is to encourage research and action on these issues by providing brief backgroud information and a bibliography of sources related to the following categories: (1) the status and participation of women and racial and ethnic groups in geography; (2) gender/ethnic-related differences in achievement; (3) possible causes of gender/ethnic-related differences in participation and/or achievement; (4) intervention strategies; (5) available resource materials; and (6) questions for future research. The bibliography includes published research papers, articles, and books. Since concern with the issue of women and minorities in geography began to appear in the literature during the 1970s, the bibliography is generally limited to publications from 1970 to 1992. (EH)

ED 383 284 IR 017 139

Simonson, Michael R., Ed.; Anderson, Mary Lagomarcino, Ed.
Proceedings of Selected Research and Development Presentations at the 1995 National Convention of the Association for Educational Communications and Technology Sponsored by the Research and Theory Division (17th, Anaheim, CA, 1995).
PUB DATE- 95
NOTE- 727p.; Individual papers have been separately analyzed, see ED 378 955, ED 380 121-123, and IR 017 140-202.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Research; *Educational Technology; Elementary Secondary Education; Higher Education; Research and Development; Research Reports
IDENTIFIERS- *Association for Educational Communications Tech

This Proceedings volume contains 67 papers. Subjects addressed include: learner curiosity; interpretation construction design; cognitive task analysis; constructivist learning materials and instructional design; learning from video; copyright knowledge levels of media directors; instructional theory for learner control; teacher planning and student achievement; dissemination of training technology; reflective self-regulation; portable usability testing; hypermedia training; computer-mediated communication and group dynamics; technology for teachers; instructional design; digitized speech as feedback; socio-cultural perspective of technology education; teacher decision making concerning content structure; rural training; building community; electronic performance support systems; cultural sharing with the Internet; foreign language instruction; modeling versus coaching; teachers' computer use; closed-captioned television; off-campus agricultural education; fiber-optics telecommunications; profession's knowledge base; animation and visuals; notetaking methods; instructional technology research; intrinsic motivation; graphic organizers; computer conferencing; interactive evaluation model; distance education; closure and group decision making; summary writing; interactive video; National Information Infrastructure and life-long learning; situated instructional design; aural skills instruction; and text elaboration. Previous proceedings' ERIC document (ED) numbers, Research and Theory Division offices, and research papers reviewers are listed, and an AECT membership application is provided. This volume also contains two indices: author and descriptor. (MAS)

ED 383 303 IR 017 158

Huang, James Chin-yun

Digitized Speech as Feedback on Cognitive Aspects of Psychomotor Performance during Computer-Based Instruction.

PUB DATE- 95
NOTE- 7p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; College Students; *Computer Assisted Instruction; *Feedback; Foreign Countries; Higher Education; Instructional Effectiveness; Interactive Video; *Performance; Prior Learning; *Psychomotor Skills; Questionnaires; Tennis
IDENTIFIERS- *Digital Data; Taiwan

Computer-based instruction opens new avenues for increasing the variety of possible feedback strategies that a teacher may employ to optimize learner performance. Feedback effectiveness is influenced by the nature of learning task and student ability. This study investigates the effects of digitized feedback and ability on the achievement of college students during computer-based instruction; the achievement of high and low-prior knowledge students was compared among different feedback treatments. A sample of 68 university students from four sections of beginning tennis classes at Chung Cheng University (Taiwan) were categorized as having high or low prior knowledge and randomly assigned to a computer to complete one of three treatments (audio only, voice with text, and voice with text and animation). The computer-based instructional unit was an interactive video lesson on cognitive areas of tennis skill performance. Results indicate that the anticipated interaction between ability and feedback was not confirmed, and that elaborate feedback was most beneficial for cognitive ares of psychomotor skill learning; no matter which ability levels or treatment conditions the subjects were categorized in, they rated the instructional program more positively. (Contains 14 references.) (AEF)

ED 383 375 JC 950 299

Bishop, Philip E.

Resources for "Asking the Right Questions: Teacher Talk and Critical Thinking."

PUB DATE- Nov 91
NOTE- 14p.; Materials presented at the Annual Conference of the Community College Humanities Association (San Francisco, CA, November 14-16, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Class Organization; *Classroom Communication; Classroom Environment; *Classroom Techniques; Community Colleges; Critical Thinking; *Teacher Behavior; Teacher Role; *Teacher Student Relationship; Two Year Colleges; *Verbal Communication

Based on research on verbal behavior and the relationship between teachers' verbal responses and student achievement and success, this document discusses the role of teacher language in motivating students and provides examples of classroom techniques that aid learning. The first section reviews ways in which teachers' use of language can facilitate student achievement, highlighting specific phrase constructions from the most facilitative which focus on feelings to the least facilitative which give advice or evaluate. The second section discusses the importance in a critical-thinking classroom of providing intensive, structured student interaction, examining the principles of collaborative learning, the value of group learning and methods for designing collaborative tasks, the teacher's role in collaborative tasks, and techniques for creating an interactive classroom. The third section focuses on the language used in asking questions in the humanities, illustrating proper word choice for knowledge-, comprehension-, application-, analysis-, synthesis-, and evaluation-oriented questions. The fourth section describes the following 10 types of questions used in classroom discourse: open-ended, diagnostic, information-seeking, challenge/testing, action, priority and sequence, prediction, hypothetical, extension, and generalization questions. The final section provides sample group tasks, including four separate classroom activities ("Genesis Creation Stories," "20th-Century Backgrounds," "The Parthenon, Part-to-Whole," and "Dante's Encounters with the Damned") and a sample discussion worksheet for Virgil's "Aeneid." (MAB)

ED 383 412 PS 023 033

Pryor, Lena Allegro

Improving Students' Social Interaction with Adults and Peers by Creating a Caring Community: Strategies for Resolving Conflict in the Elementary School.

PUB DATE- 94

NOTE- 115p.; Ed.D. Practicum, Nova Southeastern University. Contains filled print throughout.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Classroom Techniques; Conflict; *Conflict Resolution; Elementary Education; Elementary School Students; Interpersonal Communication; *Interpersonal Relationship; Learning Resources Centers; Peer Groups; *Peer Influence; Peer Relationship; Social Cognition; Student Attitudes; *Student Behavior; Student Problems; *Teacher Student Relationship; Teamwork

IDENTIFIERS- *Conflict Management; *Peer Mediation; Peer Supervision

This practicum was designed to provide 237 elementary school students with strategies to improve their social interactions with adults and peers. The professional staff included 12 full-time teachers and 8 itinerant teachers who traveled to schools within the district. Workshops in conflict resolution strategies were presented for teachers to model and teach in the regular classroom. Peer mediation teams were formed to patrol the playground in the effort to resolve conflicts before they escalated into verbal and/or physical confrontations, and media center materials were purchased to reinforce prosocial behaviors. Analysis of the evaluation data demonstrated that students' interactions with adults and peers improved, although teachers continued to express a need for conflict resolution techniques and strategies to teach and model in the classroom. Also, students utilized the prosocial materials from the media center. As indicated by the results, children proved that they could learn to solve their own problems, and that through peer mediation, they could resolve conflicts in a positive manner, thus avoiding the consequences of anger and violence. (Includes 44 references, the teacher's attitude survey, and peer survey of student's behaviors.) (Author/AA)

ED 383 432 PS 023 253

Britt, Gena Covell

Children's Coping with Everyday Stressful Situations: The Role Played by Religion.

SPONS. AGENCY- Virginia Commonwealth Univ., Richmond. Dept. of Psychology.
PUB DATE- Mar 95
NOTE- 11p.; Paper is based on a dissertation submitted to Virginia Commonwealth University. Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; Childhood Attitudes; Churches; Church Role; *Coping; Cultural Influences; Daily Living Skills; Elementary Education; *Elementary School Students; Parents; *Religious Factors; *Social Support Groups; *Stress Management

A study investigated children's use of religion in coping with everyday stressful situations, and the role played by religious involvement. A parent-report questionnaire assessed children's religious involvement. Interviews with 76 fourth- and fifth-graders first identified a recently-experienced daily hassle, and then assessed the child's appraisal of the stressor, and the coping strategies each child used. Coping through mechanisms of religion was correlated with religious involvement, threat appraisals, and the coping strategies of social support and positive reappraisal. In addition, multiple regression revealed a predictive relationship between religious involvement and coping through religious faith. Contains 14 references. (WP)

ED 383 469 PS 023 366

Richardson, Gail

A Welcome for Every Child: How France Protects Maternal and Child Health--A New Frame of Reference for the United States. A Report of the French-American Foundation.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 94
NOTE- 76p.; For a related document, see ED 316 314.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; Cultural Differences; Foreign Countries; Government Role; Health Education; Health Insurance; Health Materials; Health Personnel; *Health Services; Medical Services; *Mothers; *National Programs; *Prenatal Care; Young Children
IDENTIFIERS- *France; *Maternal and Child Health Services

This report presents findings of a study tour organized by the French-American Foundation, for 13 United States' health care professionals to examine and interpret the nearly 50-year-old French maternal and child health care system, Protection maternelle et infantile (PMI). Chapter 1 describes the operation of PMI and the possibility of similar achievements in the United States. Chapter 2 discusses how maternal and child health are accorded national priority through the creation of four universal partnerships between society and families: health insurance, family allowances, paid maternity leaves, and child care and education. Chapter 3 illustrates the operation of the PMI in two regions in France which, although contrasting in local cultures and politics, are dedicated to the national mission. Chapter 4 describes the responsibility of French employers as partners in ensuring the health and well-being of mothers. It also describes the development of the PMI and the changes in its philosophy over the years. Chapter 5 discusses how PMI agencies identify and assess conditions that pose risks to maternal and child health. Chapter 6 explores home visits offered by PMI agencies to families living with social and medical risks that may endanger a woman's pregnancy or the health of a newborn or young child. Chapter 7 discusses the diverse services and activities offered by a PMI center, ranging from free preventive health care and advice and counseling for parents, to nutrition classes for mothers, and play sessions and summer programs for children. Chapter 8 describes one of PMI's newest responsibilities, to help integrate children with special needs into child care settings. The final chapter examines the strategies employed by the PMI in the four arenas of health promotion--clinic, community, work place, and home--to encourage and ensure private responsibility. (BAC)

ED 383 505 RC 020 113

Bellissemo, Diane; Garcia, Deliana

The Playing Field. A Curriculum Guide to Pesticide Education for Fourth, Fifth, and Sixth Grades. First Edition.

SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.

PUB DATE- Sep 94

NOTE- 61p.; Maps may not reproduce adequately.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Production; Agricultural Safety; Cultural Awareness; Farm Labor; *Food; Intermediate Grades; Lesson Plans; Migrant Children; *Migrant Workers; Minority Groups; Multicultural Education; *Occupational Safety and Health; *Pesticides; *Safety Education

A pesticide safety video for children 9-12 years old, "The Playing Field," draws children into the lives of a migrant farmworker family while teaching them about the dangers of pesticides. The video and the lessons are not limited to migrant education, but open a multicultural window for all children, migrant or nonmigrant. Teaching elements for social studies, science, language arts, and health as mandated by the state of Texas are addressed. This integrated curriculum approach is adaptable for team teaching, cooperative learning, and thematic instruction. Five lesson plans address presentation and discussion of the video, production of fruits and vegetables, migrant and seasonal farmworkers, pesticides and their use, and protection against pesticides. Lesson plans contain learning objectives for each main content area, materials, procedures for learning activities, and questions for discussion or writing assignments. The activities in the guide can be utilized for a single lesson or a full week of related activities. There is also a semester-long science project involving growing plants, either indoors or outdoors, with different types of pesticides. A variety of graphic materials accompany the guide and relate to specific lesson plans. A bibliography for student reading and further research is included, as well as other sources of information. (TD)

ED 383 562 SE 056 386

Taking a Closer Look at Science. Science Diagnostic Procedure. Education 5-14.

PUB DATE- 95

NOTE- 59p.; The materials were developed with funding from the Scottish Office Education Department and the Scottish Council for Research in Education.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Guides; *Curriculum Based Assessment; *Curriculum Development; Educational Testing; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; *Science Curriculum; Science Education; Teaching Guides

IDENTIFIERS- Scotland

This diagnostic assessment guide is designed to assist schools in developing their curriculum and assessment policies and help teachers in assessing individual pupils' understanding and progress and identifying appropriate next steps in a way which fits in with day to day teaching. Existing research and practice are applied within the context of curriculum and assessment for Education 5-14. The principles of diagnostic assessment and the procedures for putting them into practice in science are illustrated by reference to work in primary classes. However, the principles are equally applicable to work carried out in secondary schools. The eight chapters are: (1) introduction; (2) science context, particularly the key role of investigation skills; (3) how to collect information; (4) implementing diagnostic assessment as part of teaching; (5) ways of gathering information through observation, discussion, questioning and analyzing pupils' work; (6) ways of considering pupils' work using attainment targets; (7) strategies for helping pupils develop further understanding and skills in science; and (8) how the processes and products of pupils' work can be assessed in terms of the criteria of the attainment targets for Environmental Studies 5-14. (LZ)

ED 383 606 SO 024 910

Mosher, Ralph; And Others
Preparing for Citizenship: Teaching Youth To Live Democratically.
PUB DATE- 94
NOTE- 194p.; Foreword by Thomas Lickona; chapter 7 by Ethel Sadowsky.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Case Studies; *Citizen Role; *Citizenship; *Citizenship Education; *Citizenship Responsibility; *Civics; Democracy; Democratic Values; Elementary Secondary Education; Ethical Instruction; Global Education; Law Related Education; Public Affairs Education; Social Values; *Student Government; Student Leadership; Student Organizations; Student Participation; Student Responsibility; Values Education

This book explores the issues of democratic education and student responsibilities in the schools. There are three compelling reasons to engage students to have a direct experience of democracy as an integral part of their schooling: (1) students are most likely to understand and value democracy and develop the political skills required for effective democratic citizenship if they have the first-hand experience of participating in democratic self-governance; (2) democratic education is a powerful stimulus for full human development, including cognitive, ego, social, political, and moral development; and (3) democratic school governance offers the most practical, effective means of improving the school's moral culture, the operative moral norms that shape the behavior of the school's members. The volume includes the following chapters: (1) "Democracy in a New Hampshire School: Applied Citizenship Education"; (2) "Education in a Democracy"; (3) "The Student as Citizen: Politics and Development"; (4) "The School Within a School: A Democratic High School Comes of Age"; (5) "Democratic Governance at a Large, Diverse High School: The Brookline Experience"; (6) "The Question of Representation in a Democratic School"; (7) "Taking Part: Democracy in the Elementary School" (Ethel Sadowsky); and (8) "Education for Democracy and Full Human Competence." There are three appendices: (1) "School Government: The Council"; (2) "The Brookline High School Town Meeting"; and (3) "Some Proposals Addressed by Town Meeting." An index, and author biographies concluded the volume. Contains an extensive bibliography. (EH)

ED 383 661 SP 036 001

Kompf, Michael; Bond, W. Richard

Through the Looking Glass: Some Criticisms of Reflection.

PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Critical Thinking; Definitions; Educational Philosophy; *Educational Trends; Elementary Secondary Education; *Epistemology; Foreign Countries; Higher Education; Models; Reflective Teaching
IDENTIFIERS- Dewey (John); Locke (John); *Reflective Thinking; Schon (Donald A)

This paper examines several questions about reflective thinking and its application in education as a way of extending the applications of the concept. An early section offers background on reflection from dictionary definitions and from philosophers such as John Locke and John Dewey. The next section examines educational practice and reflective thinking by tracing the major theories and research in the 1980s and 1990s. The following section explores the nature and definition of reflective thinking in detail including descriptors of the action, and catalysts and topics for reflection. A section on critical thinking and reflection follows and includes discussion of five basic definitions of critical thinking. The next section examines introspection defined as a conceptual companion of reflection that involves a systematic examination of one's own thoughts and thought processes. The next section looks at reflection as a cognitive-developmental activity. The last section deconstructs and constructs a theory of reflection and offers a model that, it is argued, solves some of the difficulties in the preceding sections. In conclusion, it is proposed that the cognitive-developmental explanation and model for reflective processes offered in this paper might demonstrate that reflection is the result of constructions which change because of events or experience, are interdependent and involve prioritization, and may or may not lead to meaningful successive conceptual development unless used as the basis for comprehensive deliberative strategies.

Contains 34 references. (JB)

ED 383 679 SP 036 019

Wilhite, Stephen C.

Rediscovering Professional Practice through Portfolio Assessment: Implementation at Two Levels of Teacher Education. Critique of the Usefulness of Portfolios to University Administrators.

PUB DATE- Feb 95
NOTE- 6p.; Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; Content Validity; *Evaluation Criteria; Evaluation Methods; Formative Evaluation; Higher Education; *Portfolio Assessment; Portfolios (Background Materials); Summative Evaluation; *Teacher Evaluation

This presentation addresses issues of faculty evaluation in the university context and the effective use and usefulness of portfolios. A section on portfolio content validity asks about the right things to include and briefly discusses scholarship, teaching, and service components. A section on criterion-related validity asks whether rival interpretations of portfolio evidence are possible or likely and argues that this point addresses the difficulty in operationally defining excellence in teaching and excellence in service. This section also argues that in the absence of articulated assessment criteria, there will be a movement toward uncritical acceptance of a faculty member's self-evaluation. Other points include the following: (1) preoccupation with construction and updating of portfolios may encourage summative as opposed to formative evaluations of faculty; (2) the accumulation of evidence in faculty portfolios can become overwhelming; (3) personal statements in portfolios are important as they can provide an integrating framework for an otherwise overwhelming array of evidence; (4) contents must be constrained by performance criteria reflective of institutional and departmental context; and (5) emphasis on summative evaluation creates a strong bias against documenting anything other than excellence in the portfolio. (JB)

ED 383 244 HE 028 356

Ledic, Jasminka
Faculty (Staff) Development for Improving Teaching and Learning in Higher Education: Croatian Experience.
PUB DATE- 9 May 95
NOTE- 12p.; Light print may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Faculty; *College Instruction; College Students; *Faculty Development; Foreign Countries; *Higher Education; *Instructional Improvement; School Policy; Student Attitudes; Teacher Attitudes; Teacher Responsibility; Teacher Role; Universities
IDENTIFIERS- *Croatia; Croats; University of Rijeka (Croatia)

This paper examines faculty development at the universities of Croatia, faculty attitudes towards teaching at those institutions, and offers a proposal for increased faculty development. An opening section describes the situation and status of university faculty in Croatia including low salaries, poor equipment, general dissatisfaction, and the pressing need to make faculty aware of their responsibility for quality instruction. The next section looks directly at staff development in Croatia and discusses one survey of teachers and students at the University of Rijeka. This project found that university teachers objected to obligatory staff development and did not believe in pedagogical education as a factor in improving the quality of higher education programs. Students who participated in the survey reported they were generally dissatisfied with the teaching they received. A final section proposes minimal, obligatory faculty development that, though it might draw on foreign models, would be designed to meet Croatia's unique needs. Contains nine references. (JB)

ED 383 340 IR 017 195

Sugar, William A.; Boling, Elizabeth
User-Centered Innovation: A Model for "Early Usability Testing."
PUB DATE- 95
NOTE- 9p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Mediated Communication; Computer System Design; Designers; Formative Evaluation; *Group Dynamics; High Schools; High School Students; *Instructional Innovation; *Instructional Systems; Interaction; Online Systems; *Systems Development
IDENTIFIERS- *Usability; Virtual Textbook; Whiteboards

The goal of this study is to show how some concepts and techniques from disciplines outside Instructional Systems Development (ISD) have the potential to extend and enhance the traditional view of ISD practice when they are employed very early in the ISD process. The concepts and techniques employed were user-centered in design and usability, and the context was an instructional development project, Indiana University Center for Excellence in Education's (CEE) Virtual Textbook, in the earliest stages of design. One component of the Virtual Textbook is an interactive whiteboard which students will use during groupwork activities. The major goal for the interactive whiteboard study was to understand how representative virtual textbook users, high school students, would interact with the whiteboard with the fewest possible imposed restrictions of an established interface. Five groups of students were videotaped as they constructed a timeline depicting the history of rock and roll music. Findings from sessions and results from discussions with designers are discussed. Each student group employed common strategies and tactics to manipulate either a picture or text item on the simulated shared space. Each group also expressed similar social characteristics in order to manage and complete the timeline. Common strategies and tactics include types of moves; command language; students' language; shared space maintenance; item maintenance; and shared space navigation. Common social aspects include common ownership; turn-taking; strategy discussions; limited collaborative skills; and need to consult at close range. Designers had four major types of reactions to the findings and viewing of videotaped sessions: (1) proposing new and revised features; (2) reconsidering assumptions about students using the whiteboard; (3) questioning the design of the usability sessions; and (4) posing questions to be answered in future usability sessions. (Contains 11 references.) (MAS)

ED 383 358 JC 950 279

Hatton, Michael J., Comp.

Exemplary Training Models in Industrial Technology.

SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- 95
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aerospace Education; Community Colleges; Computer Assisted Manufacturing; *Educational Innovation; Engineering Education; Food Processing Occupations; Foreign Countries; *Industrial Training; *Institutes (Training Programs); Machinery Industry; Manufacturing; Models; *Partnerships in Education; Petroleum Industry; *Program Descriptions; Tool and Die Makers; *Trade and Industrial Education; Two Year Colleges

Prepared by Canadian, Chinese Taipei, and Thai educational agencies and based on surveys of Asia Pacific Economic Cooperation member nations, this report provides descriptions of 52 exemplary industrial technology training models in Australia, Brunei, Canada, Chinese Taipei, Hong Kong, Malaysia, New Zealand, the Philippines, the People's Republic of China, Singapore, Thailand, and the United States. Following background on the survey, common program features are reviewed, such as hands-on training activities, replication of industrial conditions, retraining workers in their regular jobs, involvement of the private sector, and on-site training. Descriptions are then provided for 52 programs, including information on program objectives, delivery, specialized resources, unique elements and benefits, the duration of training, the role of partners, and testimonials from local users or government officials. A program contact, including telephone number is also provided. Sample models described include the Centre for Temperate Agri-Food Training, offered by North-West Institute of Technical and Further Education in Australia, which trains approximately 1,000 students in food production and processing and includes articulation with the University of Tasmania; Aircraft Maintenance Technician Training at Maktab Teknik Sultan Saiful Rijal in Brunei which has close cooperation with the national Air Force and airline; and the Workers' Institute of Technology in Malaysia, developed and maintained by trade unionists and offering three-year technical diplomas and two-year certificates. (KP)

ED 383 394 JC 950 320

Stockton, James J.
Development of a Process To Review and Revise the Mission, Goals, and Institutional Objectives of North Arkansas Community/Technical College.
PUB DATE- Apr 95
NOTE- 79p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Planning; Community Colleges; Community Involvement; Environmental Scanning; *Institutional Mission; Mission Statements; *Organizational Development; *Organizational Objectives; Program Evaluation; Two Year Colleges
IDENTIFIERS- North Arkansas Community Technical College

North Arkansas Community/Technical College (NACTC) was formed in July 1993 by the consolidation of a community and technical college in the community of Harrison, Arkansas, but used the mission statement, goals, and institutional objectives developed by the community college. A project was undertaken to develop a process for reviewing and revising NACTC's mission statement, goals, and institutional objectives, focusing on the type of process that should be developed and the activities and participants to be included in the process. Sources of data included a review of the literature, input from a committee formed to discuss issues and practical requirements, and sample processes obtained from their colleges. The first draft of the process was completed March 2, 1995 and distributed to a summative evaluation committee for revisions. Copies of the final draft were presented to the NACTC president. The process developed included environmental scanning activities; a campus-wide planning process; provisions for community input and evaluation of the process; and the opportunity for other planning documents, such as vision or values statements, to be considered during the development of mission, goals, and institutional objectives. (Contains 33 references.) (Appendixes include criteria used in developing the planning process, information on members of formative and summative evaluation committees formed for the project, and the final planning process.) (KP)

ED 383 451 PS 023 344

Ames, Carole; And Others
Teachers' School-to-Home Communications and Parent Involvement: The Role of Parent Perceptions and Beliefs. Report No. 28.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Family School Relationship; *Feedback; *Interpersonal Communication; Longitudinal Studies; *Parent Participation; Parents; *Parent School Relationship; *Parent Teacher Cooperation

This study is part of a longitudinal project examining the relationship between parent involvement and specific types of teacher practices, namely school-to-home communications. The study sample included 35 elementary school teachers from 4 midwestern school districts in small cities and rural areas, and a control group of 34 teachers from different schools in the same district. An intervention program was designed to increase teachers' use of home-to-school communication practices, and targeted the frequency, content and structure of these communications. The study evaluated the teachers' use of home-to-school communications from both the teachers' and parents' perspectives and assessed parent involvement from the parents' and child's perspectives. The study found that parents' overall evaluation of the teacher, their sense of comfort with the school, and their reported level of involvement was higher when they received frequent and effective communications. Children's motivation, attitudes toward parent involvement, and perceptions of their parents' level of involvement were more positive when their parents received frequent communications from the teacher. The findings suggest that helping teachers develop a sense of efficacy for involving parents may be an important component in school-based initiatives that intend to encourage teachers to enact parent involvement programs. The findings also suggest that school-to-home communications seem to be related to the parents' level of comfort with the school and their perceptions of their child as a learner. Contains 31 references. (TJQ)

ED 383 488 RC 019 750

Horwood, Bert
The Influence of Outdoor Education on Curriculum Integration: A
Case Study.
PUB DATE- Jan 94
NOTE- 10p.; In: Coalition for Education in the Outdoors Research
Symposium Proceedings (2nd, Bradford Woods, IN, January 14-16,
1994); see RC 019 747.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
(150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Curriculum Development; *Experiential
Learning; Foreign Countries; High Schools; *High School
Students; *Integrated Curriculum; *Outdoor Education; Student
Attitudes; *Student Development; *Student Experience; Student
Responsibility
IDENTIFIERS- Ontario

This paper describes the role of outdoor education in an integrated semester at an Ontario, Canada high school. Thirteen students worked with one teacher for an entire semester and earned credits in environmental science, English, physical education, and life skills. Students were interviewed at the beginning, midpoint, and end of the semester. By the end of the semester, students revealed a sense of connectedness and unity in their work due to six integrating factors: experiential learning, whole process approach, authenticity of the experience, pressure of increased responsibility and greater challenges, and a strong sense of community in the class. Outdoor education took more than one-third of school time in the semester and included 11 single-day events and 4 extended expeditions totalling 25 days. Excerpts from student interviews demonstrate that outdoor experiences influenced integration by providing inescapable consequences of action or inaction, opportunities for personal growth and awareness, and an unforgettable sense of wonder toward nature and also toward students' own previously unknown capabilities. Learning through experience is the quintessential factor that integrates curriculum elements, and direct experience is present to the highest degree possible in outdoor education. Barriers to repeated long-term outdoor education such as these students experienced include time constraints; budget constraints; lack of teachers competent in both school subjects and outdoor leadership; and most difficult to address, the dominance of assessment for grades in most school systems. (SV)

ED 383 541 SE 056 104

O'Neal, Adrian

The Cliffs of Time. Cliffs of the Neuse State Park. An Environmental Education Learning Experience, Designed for Grades 6-8.

PUB DATE- Sep 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Environmental Education; Experiential Learning; *Field Trips; *Geology; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; *Outdoor Activities; Outdoor Education
IDENTIFIERS- *Geologic Time; Hands On Experience; North Carolina; *Prehistoric Life; State Parks

This activity packet provides educators with a series of hands-on interdisciplinary classroom and outdoor education activities for grades 6-8 that focus on geology and prehistoric life at Cliffs of the Neuse State Park, North Carolina. The packet was designed to meet established curriculum objectives of the North Carolina Department of Public Instruction's Standard Course of Study. Three types of activities are included: (1) pre-visit classroom activities provide background and vocabulary development; (2) on-site activities conducted at the park; and (3) post-visit classroom activities to reinforce concepts, skills, and vocabulary. This learning experience exposes students to the major concepts of geologic processes, geologic time, and prehistoric life. The packet contains an introduction to Cliffs of the Neuse State Park; an activity summary; pre-visit, on-site, and post-visit activity objectives and instructions; a glossary; a list of 4 references; and a scheduling worksheet, program evaluation, and a parental permission form. (LZ)

ED 383 585 SO 024 753

Birzea, Cesar
Educational Policies of the Countries in Transition.
PUB DATE- 94
NOTE- 88p.; The French Edition is entitled "Les politiques educatives dans les pays en transition."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Comparative Education; Cross Cultural Studies; Cultural Differences; *Educational Change; *Educational Innovation; Educational Planning; *Educational Policy; Educational Practices; Educational Principles; Elementary Secondary Education; Foreign Countries; Global Education; International Education; Multicultural Education; School Restructuring; *Transitional Schools
IDENTIFIERS- Czech Republic; Hungary; Poland; Romania; Slovakia

This report discusses the emergence of a new geopolitical reality, that of countries in transition. Although the expression usually refers to former Communist countries, a closer analysis shows that transition is, in fact, a universal historical phenomenon. As used here, countries in transition must evidence the following factors: (1) the starting-point or initial state of transition; (2) the destination or the objectives pursued; and (3) the actual content of transition, i.e. the derived transformations. In-depth analyses are presented to provide greater understanding of the education policies of the countries in transition. The social, political, and psychological contexts of the education reforms are established to facilitate that understanding. The report is divided into two parts. Part 1, "Reforms, crises and transitions in Central and Eastern Europe," covers the following topics: (1) "Towards a general theory of transition" (including transition as a transformation of the social and political system, as a state of anomie, as an historical trend, and as a process of societal learning); (2) "The transition from dictatorship to democracy: models, myths and realities"; and (3) "The reforms in Central and Eastern Europe: unity in diversity." Part 2, "Transition as an educational project," speaks to the following issues: (1) "Ideological changes and educational consequences"; (2) "Strategies and priorities: four case studies" (including Hungary, Poland, the Czech and Slovak Republics, and Romania); and (3) "The education legislation of transition" (including rectification measures, modernization measures, and restructuring measures). An extensive bibliography concludes the report. (EH)

ED 383 644 SP 035 801

Stier, William F., Jr.; And Others
The Future of Physical Education--Survival or Extinction.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Denver, CO, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Athletics; *Curriculum Development; Dance Education; Departments; *Educational Trends; Elementary Secondary Education; Higher Education; *Intellectual Disciplines; *Physical Education; Physical Education Teachers
IDENTIFIERS- California State University Sacramento; Ohio State University; State University of New York Coll at Brockport

This paper presents remarks on the future of the physical education profession by William F. Stier (State University of New York, Brockport), Pamela A. Milchrist (California State University, Sacramento), and Sy Kleinman (Ohio State University). Stier presented the "conservative" view that the field was doing well, that only fine tuning was required, and that no major problems exist that could not be taken care of in the normal course of events. He emphasized that the dominant approach to the future should be one of evolution to respond to future issues and political astuteness to recognize and promote the advantages of physical education. Milchrist argued that the physical education discipline, traditionally comprised of several sub-disciplines around fitness and movement, needed to take on "fresh garments" of critical thinking, cooperative learning, technology, interdisciplinary studies, and diversity. She presented examples of how the physical education department at her university expanded dance programs to include dance cultures and African Caribbean dance, strengthened the martial arts program as a window of understanding to Asian cultures, and revised basic skill courses to include opportunities for critical thinking and cooperative learning. These efforts have enabled the department to survive severe budget cuts and emerge in a very strong position. Kleinman argued for the just demise of physical education which, in his opinion, relies on teaching pedagogical strategies, rewards the creation of irrelevant minutiae, values scientific "correctness," and practices a scholarly elitism. (JB)

ED 383 264   HE 028 377

Judd, Vaughan C.
Teaching the Use of Secondary Data in Undergraduate Marketing Courses: A Unique Approach.

PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Administration Education; Census Figures; *Classroom Techniques; *College Instruction; Courses; Government Publications; Higher Education; *Marketing; Teaching Methods; *Undergraduate Study; *Workshops

This paper describes two mini-workshops that professors can use with undergraduate marketing students to help students learn how to locate and creatively use readily available secondary data for market research. The first mini-workshop, "Searching for Buying Power Concentration in Industrial/Organizational Markets," uses information from Department of Commerce and other federal publications, such as the "Standard Industrial Classification Manual," to analyze the employment patterns and buying power of specific industry segments, such as the wood furniture industry. The second mini-workshop, "Creating Sales Territories," uses federal census data and the "County Business Patterns" publication to identify and organize sales territories for a fictional food processing company that sells its products to restaurants. Specific guidelines for conducting the workshops are included, such as a list of required publications. (MDM)

ED 383 625   SO 024 986

Ennals, Peter, Ed.
The Canadian Maritimes: Images and Encounters. Pathways in Geography Series Resource Publication, Title No. 6.
PUB DATE- 93
NOTE- 68p.; Paper prepared for the Annual Meeting of the National Council for Geographic Education (Halifax, Nova Scotia, Canada, August 3-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Area Studies; *Canadian Studies;

Cross Cultural Studies; Culture; Foreign Countries; Foreign Culture; Geographic Location; *Geographic Regions; *Geography; Higher Education; Multicultural Education; *North American Culture; North American History; North Americans
IDENTIFIERS- *Canada (Maritime Provinces)

This guide covers the Canadian Maritime provinces of New Brunswick, Prince Edward Island, and Nova Scotia. The first in a series prepared for geographers and those interested in travel, this guide is written by local geographers or others with special expertise on the area and provides insights and a feeling for place that textbooks often miss. This guide introduces a region outside the geographical experience of most people in the United States and of many Canadians. The complexities, joys, and challenges of this multicultural region are presented for further exploration. Part 1, "An Overview of the Region," includes: (1) "Introduction"; (2) "First People"; (3) "The Maritimes in Canadian History"; (4) "The Environment of the Maritimes"; (5) "Physical Geography"; and (6) "Environmental Problems." Part 2, "The Regions of the Maritimes," includes: (1) "Acadia"; (2) "'Acadian' or 'Maritimer': A Question of Identity and Geography" (Samuel Arsenault); (3) "Editor's Postscript"; (4) "Prince Edward Island"; (5) "Prince Edward Island: Garden of the Gulf--The Million Acre Farm" (Peter Ennals; Frank Driscoll); (6) "Halifax"; (7) "Halifax and Its Region" (Hugh Milward); (8) "The Annapolis Valley"; (9) "Down the Length of the Annapolis Valley" (James E. Taylor); (10) "Nova Scotia's South Shore"; (11) "Touring the South Shore" (Elaine F. Bosowski); (12) "Cape Breton Island"; (13) "Cape Breton Island and the Five Themes of Geography" (Stephen Hornsby); (14) "Selected References"; and (15) "Contributors." Part 3 lists field trip itineraries for the region. Maps, charts, and drawings accompany the text. Contains 33 references and a list of contributors). (EH)

ED 383 285 IR 017 140

Arnone, Marilyn P.; Small, Ruth V.
Arousing and Sustaining Curiosity: Lessons from the ARCS Model.

PUB DATE- 95
NOTE- 17p.; In: Proceedings of the 1995 Annual National

Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arousal Patterns; Attention; Behavioral Science Research; *Curiosity; Educational Strategies; Elementary School Students; Elementary Secondary Education; *Exploratory Behavior; Feedback; Heuristics; Information Seeking; *Instructional Effectiveness; Intelligence Quotient; *Learning Motivation
IDENTIFIERS- *ARCS Model; Confidence Calibrations; Relevance (Personal)

While the ARCS (Attention, Relevance, Confidence, Satisfaction) model has provided educators with a heuristic approach to generally increasing the motivational appeal of instruction, it may also provide a model for stimulating and sustaining curiosity in particular. Such a model is of great use to educators who are concerned with encouraging curiosity as a prime intrinsic motivator for learning and to designers of computer-based systems who wish to incorporate specific strategies for arousing and sustaining the curiosity of users. This conceptual paper explores the construct of curiosity and examines its relationship to all of the ARCS components. A review of research on curiosity includes curiosity as a state of arousal leading to exploratory behavior; levels of arousal; specific, diversive, trait and state nature of curiosity; curiosity as it relates to elementary school children; the importance of information seeking, processing, and evaluating behaviors; sensory and cognitive curiosity; feedback; and correlation between curiosity and Intelligence Quotient. The relationship of curiosity to each of the ARCS components is examined. Discussion includes strategies for gaining and sustaining attention, external motivation, tying instruction to the learner's experiences, informative feedback and anxiety reduction, and the ARCS components in relation to the Zone of Curiosity. (Contains 46 references.) (AEF)

ED 383 304 IR 017 159

Huang, James Chin-yun
Effects of Types of Feedback on Achievement and Attitudes during Computer-Based Cooperative Condition.
PUB DATE- 95
NOTE- 9p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Development; College Students; Computer Assisted Instruction; Cooperative Learning; Course Content; Educational Strategies; *Feedback; Higher Education; Interaction; Learning Modules; *Prior Learning; Questionnaires; *Student Attitudes; Testing; Weightlifting
IDENTIFIERS- University of Minnesota

While research concerning feedback and cooperative learning is prevalent in educational literature, there has been little systematic research to support whether various types of feedback in cooperative learning situations can affect student performance. This study examines possible interactions among different types of computer-delivered feedback on cognitive learning outcomes and attitudes during computer-based cooperative condition. The achievement of high and low-prior knowledge students was compared among different feedback treatments; the subjects were 120 university students enrolled in six sections of beginning weight training at the University of Minnesota. The computer-based instructional module was designed to help the beginners build their basic cognitive foundation in weight training; a retention test and an attitude questionnaire were administered to the students. Results indicated significant interaction between types of feedback and prior knowledge level; results on attitude measure revealed that low-prior knowledge students had more positive attitudes than high-prior knowledge students. (Contains 13 references.) (AEF)

ED 383 324 IR 017 179

Mack, Michael

Linear and Non-Linear Hypertext in Elementary School Classroom Instruction.

PUB DATE- 95

NOTE- 12p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; Electronic Text; Elementary Education; Fixed Sequence; *Hypermedia; *Learning Processes; Multimedia Instruction; Programmed Instruction; Public Schools; Video Games

IDENTIFIERS- *Linear Relationships; *Nonlinear Models

This exploratory study was designed to introduce hypertext as a component of classroom instruction in a situation similar to that which might prevail in a public school setting. Linear and non-linear treatments of the same text were employed as an information source for a supplemental learning task prescribed by a teacher as part of classroom instruction. Participants were 80 4th grade students in an elementary school in a suburban school district. The students were grouped by experience with video game technology (high and low) in order to study the influence of that experience on their performance and satisfaction with the two hypertext versions of the learning task. The hypertext used in this study, the geological regions of Minnesota and their products, is related to, but does not duplicate, the content of a required fourth grade social studies unit. In the non-linear version, a hypertext web radiates from numerous graphic choice screens, which allows students at any point to select screens viewed earlier in the lesson, move on to new information, return to previous choice points, or quit the lesson. The linear versions presents all screens in a predetermined sequence, and only has options of continuing the sequence, reversing the sequence one screen at a time, or quitting. Performance was assessed by a student activity sheet, a delayed post-measure, and an attitude survey. No significant main effects or interactions were found for any of the dependent variables. A post hoc exploratory analysis revealed a significant main effect for gender on attitude toward lesson organization. Males found the lesson, regardless of treatment, more clearly organized than did females. (Contains 36 references.) (MAS)

ED 383 376 JC 950 300

Keys, Robert C.
Improving Disability Support Services in the Community Colleges.
PUB DATE- 23 Apr 95

NOTE- 11p.; Paper presented at the Annual Convention of the American Association of Community Colleges (75th, Minneapolis, MN, April 22-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Displaced Homemakers; Educational Finance; *Grants; *High Risk Students; Nontraditional Occupations; *Program Administration; Program Descriptions; *Special Needs Students; *Student College Relationship; *Student Needs; Two Year Colleges; Two Year College Students; Vocational Education
IDENTIFIERS- *John Wood Community College IL

John Wood Community College, in Quincy, Illinois, provides a comprehensive array of services to special population students through its Support Services Center (SSC). The Center was established to eliminate duplication of efforts in the administration of several federal grant programs at the college. Grants administered under the SSC include the following: (1) Educational Equity (funded by the Carl Perkins Act), empowering women by increasing their knowledge of rights, resources, and strategies for achieving economic equity; (2) Educational Talent Search (funded by the Department of Education, assisting students in completing their high school education and pursuing further education or training; (3) Perkins Special Populations (funded by the Carl Perkins Act), providing economic, academic, and/or disability assistance to vocational students in nursing, office careers, business, and accounting; (4) Single Parent/Displaced Homemaker (funded by Carl Perkins Act), enabling single parents, displaced homemakers, and single women to become self-sufficient through needs assessment and career exploration activities and referrals to community resources; (5) Student Support Services (funded by the Department of Education), providing student success activities to improve retention and graduation rates; and (6) Supportive Learning Services and Training for Jobs (both funded by the Job Training Partnership Act), assisting special needs individuals in the development of skills necessary for employment and economic self-sufficiency. (Data on award amounts and students served under each grant for 1992-93 are included.) (MAB)

ED 383 413 PS 023 078

Lewis-Idema, Deborah

Monitoring Medicaid Provider Participation and Access to Care. Health Policy Studies.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- 92
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Health; *Medical Care Evaluation; *Medical Services; Participation; Physician Patient Relationship; Physicians; *Prenatal Care; Program Improvement
IDENTIFIERS- Access to Health Care; Maternal Health; *Medicaid; *Program Monitoring

This report, the 10th in a series of the National Governor's Association (NGA) project "Facilitating Improvement of State Programs for Pregnant Women and Children," describes ongoing efforts of facilitating development of provider participation in Medicaid. The objective of the project is to identify where participation problems result in gaps in available services or insufficient access to care. The first part of the report presents the definition of physician participation, approaches to measuring physician participation, and participation by organized providers. The second part deals with using Medicaid files to examine participation in order to develop an effective monitoring system. The third part reviews two examples of adapting Medicaid data to monitor participation: linking provider and claims data in Texas and relying on claims files in Pennsylvania. The fourth part presents other alternatives for examining aspects of the provider participation such as monitoring private physician participation with a level of effort definition, monitoring new patients served by participating physicians, monitoring care rendered by organized providers, and monitoring changes in the availability of care in a geographic area. The appendix includes information on physician participation in Medicaid from recent literature. Contains 16 references. (AP)

ED 383 433 PS 023 254

Rosenkoetter, Sharon E.; And Others

Evolution of Local Interagency Efforts for Children and Families.

SPONS. AGENCY- Kansas State Dept. of Health and Environment, Topeka.
PUB DATE- 30 Mar 95
NOTE- 19p.; Portions of this article appeared in "Growing Together: A Profile of Local Interagency Councils in Kansas Planning for Children Birth through Age Two and Their Families". Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Coordination; *Decision Making; Early Intervention; Family Programs; Human Services; Infants; *Integrated Services; Organization; *Policy Formation; *Special Needs Students; *Student Needs; Toddlers
IDENTIFIERS- Family Support; Kansas

Local Interagency Coordinating Councils (LICCs) have been established in most states to coordinate services to infants and toddlers with special needs and their families. This descriptive study examined the 40 Kansas LICCs, in order to understand the councils' developmental progress and current needs and to gain insight into broader issues of local interagency collaboration. The findings provide guidance for state and local decision-makers in other areas of the country and in other types of human services. Findings indicate that LICCs in this state vary in size from 9 to 78 members, with a median membership of 27 and median attendance of 14. Consumers and spokesperson for the business community are under-represented. LICCs with longer histories and those located in rural areas are likely to have a broader scope, to plan for multiple audiences, and to report more cooperative accomplishments. Newer councils tend to have informal structure, non-controversial projects, and concern about orienting new members. The need for training and technical assistance, preferably delivered on-site, is widespread. Most councils expressed satisfaction with their accomplishments to date. (Contains 12 references.). (WP)

ED 383 506 RC 020 115

Duron, Susan B.
Migrant Farmworker Students: Decisions Involved in Post-Secondary Participation and Success.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Attendance; College Students; *Educational Attainment; Financial Problems; *Financial Support; Higher Education; Hispanic Americans; Mail Surveys; Migrant Education; Migrant Workers; *Migrant Youth; Occupational Aspiration; *Scholarships; Student Attitudes; *Student Educational Objectives; Telephone Surveys

A mail survey was conducted of all migrant youth who had received awards from the Gloria and Joseph Mattera National Scholarship Fund for Migrant Children during 1986-1992. Of the 354 scholarship recipients, 129 responded. In addition, 26 scholarship recipients were interviewed through structured telephone surveys. Over 92 percent of the mail respondents were Hispanic, with over 84 percent indicating that their home language was Spanish. Respondents indicated that 31 percent of financial aid was scholarships and fellowships, 22 percent was loans, and 33 percent was work or work-study. Approximately half indicated that the family and themselves were the most significant factors affecting decisions to enter and to continue postsecondary education. The most frequently mentioned obstacle to postsecondary education was lack of financial support. The greatest benefits acquired from college experience were access to a career, personal growth and knowledge, and increased self-confidence. Advice provided by respondents to other migrant students planning on attending college included talking to counselors, setting high goals, being persistent and open-minded, and applying what they had learned in school to life and careers. The document contains data tables, graphs, and survey questionnaires. (KS)

ED 383 523 SE 054 422

Science, Levels 7-12. Secondary Core Curriculum Standards.

PUB DATE- 92
NOTE- 86p.; Cover title varies: Core Curriculum: Science. 1991, Grades 7-12.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biology; Chemistry; *Graduation Requirements; Physics; *Science Curriculum; Science Education; Secondary Education; State Curriculum Guides; *Technology Education
IDENTIFIERS- *Utah

This document presents the core science curriculum standards which must be completed by all students as a requisite for graduation from Utah's secondary schools. Contained within are the elementary and secondary school program of studies and high school graduation requirements. Each course entry for grades 7-12 contains: course title, unit of credit, prerequisites, course description, core standards of the course, and objectives. Course titles for grades 7-8 are: Life Science, Earth-Space, and Physical Science. Course titles for grades 9-12 are: Biological-Earth Science, Biology, Animal Science and Technology, Plant and Soil Science and Technology, Human Biology, Physical-Earth Science, Chemistry, Physics, and Principles of Technology I. (MKR)

ED 383 563 SE 056 387

Flick, Lawrence B.

Complex Instruction in Complex Classrooms: A Synthesis of Research on Inquiry Teaching Methods and Explicit Teaching Strategies.

PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; High Schools; *Inquiry; Instructional Effectiveness; Intermediate Grades; Junior High Schools; Literature Reviews; Middle Schools; *Science Instruction; *Teacher Behavior; *Teaching Methods
IDENTIFIERS- *Explicit Instruction

Achieving national standards for science education for all students requires that the research agenda for inquiry-oriented instruction be well informed by current knowledge of successful and unsuccessful teaching practices in typical classrooms. Given the persistent lack of data about the nature of teacher behavior in inquiry-oriented teaching and given the significant effects of explicit teaching methods for certain objectives for some students, research on inquiry-oriented teaching is reviewed against a background of explicit teaching research. The purpose is to achieve a productive synthesis. A brief review of explicit teaching research focuses on research on teacher behaviors and teaching functions to inform discussion about inquiry teaching. Studies that contribute to understanding of inquiry teaching practices in typical middle or high school classrooms are reviewed. A summary discusses techniques for synthesizing knowledge on explicit teaching with knowledge on inquiry-oriented teaching in order to make complex forms of teaching and learning accessible to a greater number of students with more diverse backgrounds. Contains recommendations for further research, 2 tables, and 61 references. (LZ)

ED 383 607 SO 024 919

Nash, Gary B.; Dunn, Ross E.
The National History Standards Controversy.
PUB DATE- Mar 95
NOTE- 11p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Achievement; Competency Based Education; *Core Curriculum; *Course Content; Curriculum Guides; Elementary School Curriculum; Elementary Secondary Education; History; *National Curriculum; Secondary School Curriculum; Teaching Guides
IDENTIFIERS- *National History Standards

This position paper offers a review of the recent criticisms levelled against the products of the National History Standards committees and addresses those criticisms. The four issues of controversy suggested for consideration when examining the U.S. history or world history volumes include: (1) Who wrote these books? (2) Are the standards "politically correct"? (3) Are the standards grim and gloomy? and (4) Are the standards going to be the new official history? The paper suggests that much of the criticism is political in nature and predicts that educators will be the ultimate arbiters of the history standards books. As with any other curriculum materials, teachers will consult the guidelines, assess their value, draw from them what they find useful, adapt them to their lesson plans, and leave the rest aside. (EH)

ED 383 680 SP 036 020

Davis, Louise E.; Whitener-Lepanto, Vicki
Preservice Teachers and Culturally Diverse Families: How Do They Perceive One Another?
PUB DATE- 9 Nov 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Nashville, TN, November 9, 1994).
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Cultural Pluralism; Elementary Education; *Family Attitudes; Family School Relationship; Higher Education; Multicultural Education; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; *Teacher Education Curriculum; *Teacher Role
IDENTIFIERS- *Diversity (Student); Preservice Teachers; United States (Southeast)

This paper discusses a study that explored the concerns and perceptions of culturally diverse families and the attitudes of preservice teachers toward students from culturally diverse families. To begin with, a qualitative study was conducted in which five international families and six American families were interviewed to examine concerns of parents who have their children in a culturally diverse setting. A descriptive quantitative study followed to determine if elementary preservice teachers were culturally sensitive as a total group to the culturally diverse families. The Cultural Diversity Awareness Inventory (CDAI) was used to determine the level of sensitivity of 637 preservice teachers who were enrolled in the student teaching phase of elementary teacher education programs. Findings included the following: (1) international families were concerned that their culture be maintained through opportunities for their children to eat native food, practice native customs, and practice the family's native language, though they also allowed their children to participate in American cultural activities; and (2) the elementary preservice teachers were culturally sensitive in the area of the culturally diverse family with an overall mean score of 3.62. The paper includes discussion of implications and recommendations for preservice teacher education program change. (Contains 26 references.) (JB)

ED 383 245 HE 028 357

MHEC Academic Scheduling Software Survey Results.
PUB DATE- Feb 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Administrator Attitudes; *College Administration; *Computer Software; Computer Software Selection; Computer Uses in Education; Higher Education; *Scheduling; Small Colleges
IDENTIFIERS- United States (Midwest)

This bulletin summarizes the chief quantitative findings of a survey of 264 small and medium sized colleges and universities in the midwest concerning their use of and interest in academic scheduling software. This type of software assists in planning course offerings, assigning instructors and course functions to facilities and time slots, and modifying schedules to meet enrollment shifts and variance in facility needs. The findings are presented in five figures. Some of those findings are: (1) 72 percent of institutions judged personal computer compatibility "absolutely essential" or "very important"; (2) 33 percent of these gave like priority to Macintosh and/or UNIX compatibility; (3) less than 30 percent of small colleges currently use any scheduling software due to cost factors; (4) at prices below $5,000, 79 percent of responding institutions were at least "somewhat interested" in scheduling software; and (5) among the capabilities expected of such a program, most respondents expected course scheduling, master room scheduling, customized scheduling parameters, and override capability. (JB)

ED 383 395 JC 950 321

Senate Delegate Roles and Responsibilities.

PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agenda Setting; *College Administration; *College Governing Councils; Community Colleges; Consultation Programs; Governance; *Policy Formation; Responsibility; Statewide Planning; *Teacher Participation; *Teacher Role; Two Year Colleges; Voting
IDENTIFIERS- *Academic Senate for California Community Colleges; *Delegate Responsibilities

Prepared by the Academic Senate for California Community Colleges (ASCCC), this document describes the roles and responsibilities of Senate Delegates, or faculty members elected by local senates to represent those senates in a voting capacity at Plenary Sessions of the ASCCC. First, a Senate Delegate is defined and Delegate responsibilities are delineated before, during, and after Plenary Sessions. Tips are then provided for increasing Delegate effectiveness, such as getting to know colleagues, using state representatives, and attending orientation/training meetings at the Session. Next, the system of area and geocluster representation is described, indicating that there are 4 areas in the state each holding sessions prior to spring and fall Plenary Sessions, and 14 geoclusters each holding at least three meetings per year. Finally, the document describes the ASCCC's role in consulting with the Board of Governors to form academic and professional policy and describes the Delegates' influence on that process through the Plenary Session resolution process, wherein Delegates write, sponsor, or vote on ASCCC resolutions. This section includes an outline of the resolution writing, presentation, discussing, and voting processes. Appendixes provide an ASCCC organizational chart, a list of colleges in the 14 geoclusters, and flowcharts of the consultation and resolution processes. (KP)

ED 383 470 PS 023 367

Consultation on Afterschool Programs.
PUB DATE- Sep 94
NOTE- 34p.; This working paper is an edited version of presentations made at the Consultation on Afterschool Programs (April 22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Centers; *After School Education; *After School Programs; Early Adolescents; Educational Finance, Elementary Secondary Education; *Federal Aid; *Foundation Programs; *Government Role; Government School Relationship; Program Content; Program Descriptions; Program Effectiveness; Program Implementation; Program Improvement; Youth Problems
IDENTIFIERS- Carnegie Council on Adolescent Development; *Federal Role

This guide explores the key issues in the development, sustainability, and effectiveness of after-school programs including before school, weekends, and summers, and identifies federal strategies to promote effective programs. The first part of the booklet presents the core elements of an effective after-school program, noting that programs should: (1) be based on research on early adolescent development; (2) emphasize social relationships by encouraging a family-like atmosphere; (3) encourage parental involvement; (4) be developed for and by youth and tailored to specific community and neighborhood needs; (5) be flexible, fun, culturally relevant, and linked to activities that capture adolescents' interests; (6) provide food; (7) have clear rules for membership; (8) collaborate with local community organizations; (9) be safe and accessible to all youth; (10) provide linkages to schools; and (11) offer a wide array of services. The second part proposes federal strategies to promote after-school programs, suggesting that the federal government can provide leadership in supporting such programs for young adolescents through supportive legislative and innovative funding mechanisms. The appendixes provide an overview of selected federally-supported after-school programs and a list of organizations that are useful resources for youth professionals expanding their programs during the out-of-school hours. (AA)

ED 383 662 SP 036 002

DeCarion, Deirdre; Barter, Barbara

The Truth about Fiction: In Our Own Write.

PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). The accompanying photograph may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Elementary Secondary Education; *Fiction; Foreign Countries; Higher Education; Personal Narratives; Photographs; Research Design; Research Methodology
IDENTIFIERS- Teacher Researchers; *Truth

This paper presents aspects of a study in progress on the legitimate function of fiction in research. A section on methodology describes how the study started with a project of narratives written in response to the black and white photographs of one of the collaborators. Analysis of the response process revealed a connection between fiction and truth. As the project evolved and was critiqued, the focus changed and transcriptions from presentations, stories from other doctoral students, and an eclectic group of readings moved the study from the concrete response to the photographs and narratives to the theoretical, eclectic, and philosophical. The next section describes how the study evolved and was reinterpreted in response to the specific comments of others regarding executing the work, researching for meaning, continuing the execution, acting as teacher researchers, and researching the research. A section on the researchers' own agenda touches on crafting, the ethics and aesthetics of fiction, and the function of fiction. A conclusion poses some seminal questions for future discussion and suggests that fiction can be an alternative way to meet the needs of researchers wishing to articulate sensitive issues or convey what literal language cannot. A photograph that was the basis of interpretive stories is included. (Contains 85 references.) (JB)

ED 383 265 HE 028 378

Smyrniou, Georgia

How I Feel Can Make a Difference in How I See You Teach.

PUB DATE- 94
NOTE- 22p.; Paper presented at the International Conference on Pragmatics (Champaign, IL, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Instruction; *College Students; Cultural Differences; Educational Attitudes; *Foreign Students; Higher Education; *Student Attitudes; *Student Evaluation of Teacher Performance; *Teaching Assistants; *Teaching Skills

This study surveyed undergraduate students and graduate student teaching assistants (TAs) to determine how the attitudes of both groups influenced student evaluations of the performance of foreign and domestic (American) TAs. A total of 278 undergraduates, 29 foreign TAs, and 33 domestic TAs participated in the survey. It found the strongest correlations between the overall teaching skills evaluations of the foreign TAs and the undergraduates' perception of their TAs as a professor or instructor, and the overall teaching skills evaluations of the domestic TAs and the undergraduates' perception of their TAs as instructors. Other results are discussed. An appendix contains copies of the undergraduate and TA survey questionnaires. (MDM)

ED 383 341 IR 017 196

Sugar, William A.; Bonk, Curtis Jay
World Forum Communications: Analyses of Student and Mentor Interactions.
PUB DATE- 95
NOTE- 14p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Uses in Education; Debate; *Dialogs (Language); Elementary School Students; Feedback; *High School Students; *Interaction; Intermediate Grades; Interpersonal Relationship; Junior High School Students; *Mentors; Secondary Education
IDENTIFIERS- *Middle School Students; Questions; *World Forum

This study analyzed new forms of student social interaction and dialogue within asynchronous communications of six middle schools and six high schools participating in the World Forum. In the World Forum, students discussed, questioned, and debated with Arctic explorers, researchers, World Forum mentors, and peers about environmental issues. One of the three key tasks, Flash Points, generated more lengthy dialogue than other techniques (i.e., Arctic Alerts and Questions to Explorers). Analysis of the forms of assistance provided students indicated that mentor interactions with students was mainly to provide feedback, question, and cognitively structure the lesson or activity; minimal instruction or modeling of how to interact occurred. Few student questions about environmental issues or exploratory activities were of an evaluative or analytical nature, but instead, most were fact or knowledge-based. Despite the minimal assistance and low-level of questioning, student role taking activities within their environmental discussions (students assumed roles of famous people such as Stephen Jay Gould and Richard Leakey) enhanced the degree of perspective taking in their conversations. Examining the interaction patterns, forms of mentor assistance, level of questioning, and degree of perspective taking provided new insights into the impact of electronic communication on student learning, but additional assessment techniques are still needed. Four tables illustrate data. An appendix lists a sample of character roles played by some World Forum participants. (Contains 56 references.) (Author/MAS)

ED 383 489 RC 019 751

Estes, Cheryl A.

Outward Bound: The Congruence of Principles and Practice.

PUB DATE- Jan 94
NOTE- 13p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (2nd, Bradford Woods, IN, January 14-16, 1994); see RC 019 747.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adventure Education; *Educational Practices; *Educational Principles; *Program Attitudes; Program Effectiveness; Student Attitudes; Teacher Attitudes; *Theory Practice Relationship; Values
IDENTIFIERS- *Outward Bound

Since its inception in 1941, Outward Bound has retained certain core values, but some instructors and administrators have been concerned that these principles are no longer being conveyed in practice. With the collaboration of 13 experts, the 11 principles of Outward Bound programs in the United States were identified and defined. These principles are judgment and action, self-discovery, self-development, dealing with success and failure, responsibility to community, service, compassion, commitment in the face of challenge and uncertainty, environmental awareness, cooperation, and introspection. A questionnaire assessing the importance of each principle and its inclusion in Outward Bound course components was completed by 76 participants and 44 staff in adult standard courses held at the North Carolina and Colorado Outward Bound schools. All groups perceived that the 11 principles were important to Outward Bound and were experienced by students some or all of the time. Mean scores for importance of principles ranged from 5.4 to 6.6 on a 7-point scale in which 7 is "extremely important." Mean scores on conveyance ranged from 4.5 to 6.2. Principles that had a mean of 5.0 or lower on conveyance were introspection for North Carolina students; compassion for Colorado students; service, environmental awareness, and introspection for North Carolina staff; and service and introspection for Colorado staff. The most important course components for conveying all principles were daily living activities with group members, group expeditions, and final expedition. Suggestions are offered for program improvement and further research. (SV)

ED 383 542 SE 056 130

Fasko, Sharla Nichols

The Effects of a Peer Tutoring Program on Math Fact Recall and Generalization.

PUB DATE- Aug 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; *Elementary School Students; Grade 4; Grade 5; Intermediate Grades; Mathematics Education; Mathematics Skills; *Memorization; *Multiplication; *Peer Teaching; *Remedial Instruction; *Tutorial Programs

This study used a multiple-baseline-across-subjects design to assess the effectiveness of a peer tutoring intervention for fluency in basic math facts. Specifically, this study assessed the rate of recall of multiplication facts throughout the intervention period and determined whether the progress was matched by improvement in actual classwork. In addition, maintenance of gains in fluency and classwork were assessed. The students targeted were fourth- and fifth-graders (n=8) selected from a combined classroom in an Appalachian elementary school. Children with mild disabilities were included in this classroom. Teacher recommendations along with a multiplication facts probe were used to select tutors and tutees. Baseline data were collected from tutees before intervention occurred. Tutors were trained by the experimenter (3 sessions), then were assigned a tutee. Peer tutoring sessions occurred 2 to 3 times a week for about 15-20 minutes at a time. Data from multiplication fact probes and worksheets indicated: (1) Improvement in fluency occurred for 6 of the 8 students; (2) All students showed some degree of improvement on worksheets during intervention; and (3) The treatment promoted retention over several weeks' time. Results offer some promising preliminary information about the long-term effectiveness of peer tutoring. (Contains 12 references.) (CSO)

ED 383 305 IR 017 160

Jamison, P. K.
Recognizing the Importance of Critical and Postmodern Possibilities for Instructional Development.
PUB DATE- 95
NOTE- 7p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criticism; Educational Change; *Instructional Development; *Interpersonal Relationship; Social Change; *Social Influences; *Theory Practice Relationship
IDENTIFIERS- *Postmodernism

This presentation is based on two essays by the author (P. K. Jamison): (1) "Providing Alternative Views of Contexts, Instruction, and Learning in Graduate and Continuing Professional Education Courses in Instructional Development"; and (2) "How Is Instructional Development a Social Practice?". The first essay presents a critical inquiry, qualitative, action research framework for exploring instructional development with teachers, developers, and other professionals; the second provides discourses on the theory and practice of instructional development from a postmodern stance. Both address the question of how instructional development is a social practice. Elements that are impacting society and require educational reform are examined: instability and uncertainty of the future; information technology movement; sociocultural and demographic changes; and lifestyle changes. Three programs and the social practices involved are described, and primary outcomes of a critical/postmodern approach are identified: greater social interaction; improved student and faculty well-being; movement and integration across disciplines; formulation of ideas for action research and innovative projects; improved feedback and communication; desire for social and professional development; increased motivation and commitment to educational activity; empowerment of the educational community to take responsibility and ownership of educational issues; improved environments and leadership; and thoughtful and dynamic educational programs. (AEF)

ED 383 359 JC 950 281

Bakke, Amy; Tharp, Bonnie

Building the Global Community: The Next Step. Report of a Conference Sponsored by the American Council on International Intercultural Education and the Stanley Foundation (Warrington, VA, November 28-30, 1994).

PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Planning; *College Role; *Community Colleges; Conference Proceedings; *Cross Cultural Studies; Curriculum Development; Futures (of Society); *Intercultural Programs; *International Education; Mission Statements; Multicultural Education; *School Community Relationship; Two Year Colleges

In November 1994, 24 practitioners from the field of international education and the federal government met to clarify community college goals in international and intercultural education, articulate a clear mission statement, and determine strategies and plans of action. This document provides an overview of the discussions and conclusions reached by participants. First, an introduction describes the role of community colleges in international and intercultural education, pointing to the colleges' community-based and comprehensive mission, and suggests that colleges must develop students knowledge and understanding in the areas of global interdependence; human resources, values, and cultures; global environment and natural resources; global peace and conflict management; and change and alternate futures. The second section describes strategies to ensure that viable global education programs are established nationwide, covering six strategic areas: establishing support among college personnel, business and industry, and the community for global education; utilizing organizational partnerships; harnessing new technologies; consulting with other nations; coordinating efforts among colleges; and celebrating diversity and respect for commonalities. The third section presents a plan of action related to these six areas, and the fourth presents conclusions about the importance of embracing global education. A list of participants, the opening address by Richard H. Stanley, and opening remarks by Ernest L. Boyer are appended. (KP)

ED 383 414   PS 023 084

Bauch, Jerold P.
Innovations in Parent Involvement: Issues of Implementation and Fidelity to a Model.
PUB DATE- 4 Apr 94
NOTE- 12p.; Paper presented at the Annual International Roundtable on Family, Community, and School Partnerships (6th) at the American Educational Research Association (New Orleans, LA, April 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Resources; Educational Technology; Elementary Education; Elementary School Students; Models; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Program Development; *Program Effectiveness; Program Implementation; Quality Control; Teacher Effectiveness; Teacher Participation; *Telephone Communications Systems
IDENTIFIERS- Lilly Endowment; Teacher Engagement

A study evaluated the effects of an innovative parent involvement model. Nine school systems in Indiana were selected by the funding agency to use the Transparent School Model, which uses computer-based voice messaging technology to allow teachers and parents to exchange information with the efficiency and convenience of time displacement. At the end of each school day, a teacher writes a short script and records a 1-minute message over the telephone. The message is stored in computer memory and is available to any parent for the next 24 hours. After introducing the model to school personnel and providing staff training, the researchers evaluated the process and outcome variables over a period of 2 years. The results of analysis revealed high variability in the implementation level and teacher use of the model. Teachers who adopted and used the model with professional enthusiasm had better results than those who simply accepted the innovation but engaged in "passive resistance." Results suggest that attempts to innovate in parent involvement should include a carefully crafted implementation procedure that assures rich information and involvement of all the interested parties--administrators, teachers, and parents--before major changes are undertaken. (AA)

ED 383 452 PS 023 345

Assessment in Early Childhood Education: Status of the Issue. A SERVE Research Brief.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 11p.; For an earlier report, see ED 368 507.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Classroom Observation Techniques; Early Childhood Education; Evaluation Criteria; *Evaluation Methods; Family Involvement; *Holistic Evaluation; *Informal Assessment; Parent Participation; Parent Teacher Cooperation; Portfolio Assessment; *Student Evaluation; Student Journals; Student Projects
IDENTIFIERS- *Alternative Assessment; Authentic Assessment

Alternative assessment not only offers the opportunity to assess what students know, it also can more fully engage students in their own learning. When properly implemented, alternative assessment has the potential to: be a useful classroom tool, stimulate student participation; form a communication bridge with parents; and measure specific types of student learning. Two types of alternative assessment are authentic assessment and performance assessment. Assessment techniques include portfolios, student journals, and student projects. Ideas for teachers wishing to develop and use alternative assessment within the classroom include the following: (1) develop a clear rating scale with several categories; (2) plan how to assess what the students have learned; (3) have a partner with whom to share ideas and experiences; (4) make a collection of examples and activities; and (5) expect to make mistakes but also to learn from these mistakes. The use of alternative assessment may require more communication with parents, especially when first implemented. Teachers can explain to them the purpose of using this kind of assessment and how such assessment can help their children be better prepared for the "real world" and help to make them active participants in school events as well as at-home activities. (AA)

ED 383 524 SE 054 592

Corson, Walter H., Ed.
Citizen's Guide to Sustainable Development.
PUB DATE- 93
NOTE- 350p.; Assistance from the U.S. Agency for International Development and the Hitachi Foundation.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activism; Adult Education; *Citizen Participation; Community Education; Environmental Education; *Global Approach; Global Education; Natural Resources; *Pollution; *Population Growth; *Sustainable Development
IDENTIFIERS- *Environmental Issues

This book is intended as a working guide for the citizen interested in understanding global environmental issues and taking action to confront them. Fourteen "issue" chapters document major changes resulting from the rapid growth of human numbers and their impacts on Earth's resources. Each chapter concludes with a resource section that contains books, articles, pamphlets, brochures, periodicals, films, other audiovisual materials, and teaching aids. An introduction summarizes each of the problem areas and identifies problem impacts and problem causes (62 citations). Chapter topics include: (1) foresight capability (20 resources); (2) population growth (31 resources); (3) development and environment (52 resources); (4) food and agriculture (63 resources); (5) biological diversity (34 resources); (6) tropical forests (33 resources); (7) ocean and coastal resources (46 resources); (8) fresh water (41 resources); (9) nonfuel minerals (30 resources); (10) energy (45 resources); (11) air, atmosphere, and climate (37 resources); (12) hazardous substances (39 resources); (13) solid waste management (45 resources); (14) global security (44 resources); (15) moving towards a sustainable future (47 resources); and (16) suggestions for environmental action (50 resources). An appendix contains a list of related national and international organizations. (LZ)

ED 383 586   SO 024 775

Doig, Brian; And Others
Conceptual Understanding in Social Education. ACER Research Monograph No. 45.
PUB DATE- 94
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Attitudes; *Classroom Research; *Curriculum Research; Educational Research; Educational Testing; Elementary Secondary Education; Foreign Countries; School Surveys; Social Attitudes; Social Science Research; *Student Attitudes; Student Characteristics; Students; *Student Surveys
IDENTIFIERS- *Australia (Victoria)

This report describes the results of a 1992 survey of students' economic, geographical, cultural, historical, and political understandings in the state of Victoria (Australia). The conception of some 2,900 students in Years 5 and 9 in government, Catholic and independent schools are investigated and described. The survey is one of a series of studies by the Australian Council for Educational Research for the Victorian Department of School Education. Students' conceptions are investigated through five tasks: "Lunch at Grandma's" (economic understanding); "My Holiday Trip" (geographical understanding); "A Guide to Australia on Display" (cultural understanding); "What Changed This Town?" (historical understanding); and "A Rather Special Visitor" (political understanding). Each task is followed by item analysis, measurement of the understanding, reflection on gender and year group differences, and discussion. In each task key social education concepts are embedded in a thematic context and students interact with the context and provide written responses to a series of open-ended questions. The volume has six chapters besides the overview and conclusion. The introduction contains the following sections: (1) Assessing Conceptual Understanding; (2) The Tasks; (3) Response Categories; (4) Student Samples; (5) Response Distributions; (6) Calibrating Response Categories; (7) Measuring Conceptual Understanding; and (8) Gender and Year Group Differences. The investigation of economic understanding is focused on the central economic processes of production, consumption, and exchange in the context of a small, self-contained family business--a suburban bakery. The investigation of geographical understanding focuses on the basic concept of spatial relationships through the use of a map and a fictional travel diary of a family travelling by car. The task designed to assess cultural understanding focuses on students' conceptions of an Australian identity and the multicultural nature of Australian society in the context of Australia Day. The investigation of historical understanding focuses on student understanding of the basic historical concepts of causation and change. Students are asked to answer questions relating to changes in the life of a small county town. The task developed to assess political understanding explores students' understandings of the basic functions of government in a democratic society via conversations with a visitor from outer space. (AA)

ED 383 608 SO 024 922

Butler, William B., Ed.
State Archaeological Education Programs.
PUB DATE- 92
NOTE- 96p.; Papers presented at the Annual Meeting of the Plains Anthropological Conference (49th, Lawrence, KS, 1991).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Archaeology; Community; Community Characteristics; Community Education; Cultural Education; *Cultural Maintenance; *Heritage Education; Local History; *Material Culture; *Preservation; State History

The focus of this conference was on programs and experiences in public archaeological education in the Plains states and immediate neighbors. The contents lists the following papers: (1) "Introduction to the Symposium" (William B. Butler); (2) "Archaeological Educational Programs in Colorado" (Kevin D. Black); (3) "Statewide Archaeological Education Programs in Illinois" (Paul Katz; Susana R. Katz; Joyce A. Williams); (4) "Public Programs on Archaeology in Iowa" (Stephen C. Lensink; Leah D. Rogers); (5) "Reaching the Public in Kansas" (William B. Lees; Randall M. Thies); (6) "Archaeological Outreach Programs in Missouri: The Success of Formal Cooperative Agreements" (Greg Fox); (7) "Archaeology and Public Education in Montana" (Dave Schwab); (8) "Public Archaeology in Nebraska" (Anne Wolley Vawser; John R. Bozell); (9) "New Mexico Heritage Preservation Week: Friendly Advice from Those on the Front Lines" (Lynne Sebastian; David W. Cushman); (10) "Archaeology for the Masses in North Dakota" (J. Signe Snortland; Fern E. Swenson); (11) "The Sooners Came Late: Public Archaeology in Oklahoma" (Robert L. Brooks); (12) "Public Education in Archaeology within South Dakota" (Todd Kapler); (13) "Archaeological Education Programs in Texas: Professional and Avocational Archaeologists as Partners" (Pat Mercado-Allinger); (14) "Public Archaeology and Education Programs in Wyoming" (Mark E. Miller; Mary Hopkins); (15) "Learning from the Past: Education Programs of the Saskatchewan Archaeological Society" (Carolyn Thauberger; Tim E. H. Jones); (16) "The Public Education Initiative and the Society for American Archaeology" (Edward Friedman; Phyllis Messenger); and (17) "Federal Archaeological Public Awareness Activities" (Ruthann Knudson). (EH)

ED 383 645 SP 035 946

Patterson, Sheila; And Others

Preparing School Health Educators for Outcome Based Education: Consideration for Professional Preparation Programs.

PUB DATE- 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for the Advancement of Health Education (Portland, OR, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; Curriculum Design; *Health Education; *Health Promotion; Higher Education; Outcomes of Education; *Preservice Teacher Education; *Professional Training; Secondary Education; Teaching Methods
IDENTIFIERS- *Outcome Based Education; *Pennsylvania; Reform Efforts; Wellness

In the context of the growing movement towards outcome based education, this paper provides a basic overview of this movement and its implications for the professional preparation of health educators, particularly as implemented in Pennsylvania. After listing the three basic principles and four concepts of outcome based education, the paper describes Pennsylvania reforms which mandate the revision of secondary school curricula for an outcome based education focus. Of a total of 53 student learning outcomes, 6 are in the academic area of wellness and fitness; the paper notes that these will be the starting point for curriculum development. The paper lists the six health and wellness outcomes, describes the teaching strategies for preservice school health education students in conformity with the reforms, and describes some practical instructional plans and strategies for teaching a preservice teacher education course in this area. Final sections describe a completed student learning outcome poster and suggest strategies for preparation of course syllabi and structures based on outcome based education. (JB)

ED 383 681 SP 036 021

Allen, Ruth M.; Casbergue, Renee M.

Evolution of Novice through Expert Teachers' Recall.

PUB DATE- Apr 95
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 17-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Classroom Research; Elementary Education; Elementary School Teachers; *Recall (Psychology); *Reflective Teaching; Short Term Memory; Student Behavior; *Teacher Behavior; *Teaching Experience
IDENTIFIERS- Experienced Teachers

This study examined the evolution of the accuracy and thoroughness of novice through expert teachers' recall of their own and their students' specific classroom behaviors. Elementary school teachers were observed teaching in a natural setting. Their classes were audiotaped, and detailed notes of the teachers' and students' specific classroom behaviors were recorded. A one-hour structured interview followed the observation. Infrequent inaccuracies in recall were noted with novices through teachers with 1 to 3.5 years experience; the teacher with 6.5 years experience and the experts exhibited accurate recall. Continua were observed from general recall that lacked thoroughness through very specific and thorough recall to general and apparently less thorough recall; and from hesitant, uncertain, inconsistent, strained recall to fluid, certain, consistent, and generally effortless recall. During analysis of the teachers' thoroughness of recall, the following themes emerged: (1) as teachers gained experience, their reported focus during teaching shifted from their own behaviors (novices) to their students' behaviors (intermediate group) to a combination of their own and their students' behaviors (experts); (2) teachers' reported focus did not consistently concur with the focus apparent in their oral recall until teachers had a minimum of 6.5 years experience; (3) novices recalled neutral behaviors, while more experienced teachers reported neutral, negative, and positive behaviors; and (4) teachers progressed in thoroughness of recall along different paths and at different rates. (JB)

ED 383 246 HE 028 358

MHEC Survey Establishes Midwest Property Insurance Benchmarks.

PUB DATE- May 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- College Administration; *Colleges; Educational Facilities; Fire Insurance; Higher Education; *Insurance; Operating Expenses
IDENTIFIERS- *Property Insurance; Property Values; United States (Midwest)

This publication presents the results of a survey of over 200 midwestern colleges and universities on their property insurance programs and establishes benchmarks to help these institutions evaluate their insurance programs. Findings included the following: (1) 51 percent of respondents currently purchase their property insurance as part of a package policy which includes other liability coverage; (2) 48 percent purchase flood coverage and 53 percent purchase earthquake insurance; (3) about 70 percent purchase boiler and machinery insurance including jurisdictional inspection services; (4) fire and lightning losses accounted for 36 percent of all property claim dollars; (5) average 5 year loss frequency in excess of applicable deductibles was 1.03 claims per survey respondent; (6) 67 percent of total real and personal property values for public and independent colleges and universities among the Midwestern Higher Education Commission member states fall at or below $100 million; (7) almost 70 percent of all respondents maintain property deductibles at or below $5,000; and (8) 68 percent of respondents have rates over $.04 per $100 of property value though the remaining 32 percent have rates significantly below that figure, largely due to higher deductible attachment points. (JB)

ED 383 266 HE 028 379

Leadership & the Liberal Arts. Proceedings of a Conference (Marietta, Ohio, October 7-10, 1994).
SPONS. AGENCY- Marietta Coll., OH.
PUB DATE- Oct 94
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; College Curriculum; *College Programs; Educational Attitudes; Higher Education; Institutional Role; *Leadership; *Leadership Training; *Liberal Arts; Program Descriptions; Seminars; *Student Leadership; Workshops

These proceedings focus on the role of the liberal arts in the development of leadership, focusing on college programs and activities designed to enhance the leadership skills of college students. Four keynote addresses are reproduced: (1) "Empowering and Collective Leadership" (Helen S. Astin); (2) "Jefferson vs Higher Education" (Don Bigelow); (3) Jacob Heilbrunn; (4) "Leadership According to Micah" (Patrick McDonough). Also included are a discussion session between Francis Moore Lappe and Paul Martin Du Bois and 33 abstracts of seminars, poster sessions, workshops, and other programs developed by faculty and institutions to provide leadership training to college students. The abstracts are one to two pages in length and contain a description of the activity or program. Most abstracts also include the name, address, and telephone number of a contact person. (MDM)

ED 383 286 IR 017 141

Black, John B.; And Others
Student Understanding and Learning from an Interpretation Construction Design.
PUB DATE- 95
NOTE- 7p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Computer Networks; Cooperative Programs; *Educational Environment; Higher Education; High Schools; *Instructional Design; Knowledge Level; *Multimedia Materials; *Study Facilities; *Workstations
IDENTIFIERS- *Columbia University NY Teachers College; Dalton School NY; Study Support Environments

This study is a key concept in making design more fruitful in education. It is proposed that what students are doing when they construct knowledge is studying. For several years, Teachers College, Columbia University and the Dalton School (an independent school in New York City), have been collaborating on the Dalton Technology Project. The goal of the project is to use networked multimedia workstations to provide Study Support Environments (SSEs). The core of study is the hermeneutic activity of constructing interpretations. From this perspective, the basis for cognition is interpretation based on background contextual information. In this paper, a framework for SSE design and its application to a specific SSE created as a part of the Dalton Technology Plan is described; and an evaluation that demonstrates its effectiveness is discussed. (Contains 11 references.) (Author/AEF)

ED 383 325 IR 017 180

Marcinkiewicz, Henryk R.; Wittman, Timothy K.
Tracking Teachers' Personal Variables and Computer Use: Phase Two.
PUB DATE- 95
NOTE- 5p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competence; *Computer Attitudes; *Computer Uses in Education; Elementary Education; Expectation; Higher Education; Locus of Control; Longitudinal Studies; Relevance (Education); Teacher Attitudes; *Teacher Characteristics; *Use Studies

A longitudinal study of teachers' computer use and personal variables which might predict that use was performed. The study was begun with questionnaires administered to 167 preservice undergraduate elementary education majors during their final year of study, and was repeated 3 years later after the 100 participants had graduated and had worked as teachers professionally for one year. For the first phase, participants were asked to respond to the questionnaires based on their expectations, while during the second phase they responded based on experience. The criterion variable measured was level of computer use. Personal variables included innovativeness; self-competence in using computers for teaching; perceived relevance of computer use in teaching; and teacher locus of control. The following results were discovered: (1) phase 1 analysis revealed 97% expected to use computers in teaching and only 2.7% did not expect to use computers at all; (2) phase 2 revealed 61% actually used computers and 39% did not use them at all for teaching; (3) Self-competence and perceived relevance predicted computer use in the first phase, but not in the second; (4) the correlation between perceived relevance and self-competence nearly doubled between phases; (5) locus of control from the first phase predicted computer use in the second; and (6) phase 2 actual computer use data were lower than Phase 1 expectations, but were somewhat better than that of an unrelated group of practicing teachers. (Contains nine references.) (MAS)

ED 383 377 JC 950 301

Washington Community and Technical Colleges Fall Enrollment & Staffing Report, 1994.

PUB DATE- 94
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Faculty; College Transfer Students; Community Colleges; *Enrollment Trends; Full Time Equivalency; School Demography; School Statistics; State Aid; State Surveys; *Student Characteristics; Tables (Data); Technical Institutes; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Schools
IDENTIFIERS- *Washington

A statistical overview is provided of trends in enrollments, student characteristics, and staffing in Washington's community and technical colleges as of fall 1994. The report first examines patterns of enrollments by funding source for full-time equivalent and headcount enrollment, the changing enrollment mix, student purpose of attendance, part- and full-time status, planned length of attendance, and the impact of tuition waivers. Next, the demographics of students served are detailed from fall 1990 through fall 1994 and data on student progress and success is presented for 1990-91 through 1993-94. Following an analysis of courses offered from fall 1990 through fall 1994, information on staff characteristics is provided from 1990 to 1994. Finally, data on enrollment, funding sources, and student characteristics are presented for 24 community colleges and college districts and 5 technical colleges for fall 1993 and fall 1994. Highlighted findings include the following: (1) the Washington community and technical colleges served 229,978 students in fall 1994; (2) the racial composition of the fall 1994 student population was more diverse than in the state as a whole, with 21% students of color in the system; (3) 51% of the students were enrolled full-time; (4) 26% of students were starting college for the first time; (5) 55% of all instruction was provided by full-time faculty in fall 1994; and (6) the Washington colleges served 127,969 full-time equivalency students in Fall 1994, an increase of 4.4% over the previous year. (MAB)

ED 383 434 PS 023 257

Prohm, Bethany; And Others

What Works with Low Achievers? A Resource Guide. E&R Report No. 95-07.

PUB DATE- Apr 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Failure; *Dropout Prevention; Elementary School Students; Elementary Secondary Education; *High Risk Students; *Low Achievement; Outcomes of Education; Reference Materials; *Resource Materials; *School Effectiveness; Secondary School Students; *Underachievement

Noting that only some of the approaches to helping low achievers learn more successfully have been systematically studied to determine their effectiveness, this paper summarizes what research indicates will help low achievers improve performance, and provides a resource list of books and reports with more details on the topic. Following a brief summary of what works with low achievers--strategies for students, parents, and community members, as well as educators--the paper excerpts strategies and characteristics from books and reports on effective teaching of at-risk students, including prevention and early intervention, improved environments, and practices for reclaiming minority students. The last portion of the paper provides an annotated bibliography of materials that address how to improve the achievement of at-risk students, and includes the sources summarized in the preceding section. (SW)

ED 383 507 RC 020 116

Looking for a Job. Clip Sheets.

SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 94
NOTE- 24p.; Printed on colored paper.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Employment Interviews; Hygiene; *Job Application; *Job Search Methods; Job Skills; *Migrant Workers; Migrant Youth; Physical Attractiveness; *Unemployment

These bilingual sheets assist migrant farmworkers to develop job readiness skills; however, they would be applicable to any job seeker. The collection contains sheets with the following titles: (1) Decide Where To Look; (2) Extra Steps for Success; (3) Fill Out Applications; (4) Introducing Yourself; (5) Keeping a Job Depends upon You; (6) Learn To Look Your Best; (7) List Your Work Qualities; (8) Make a Fact Sheet; (9) Prepare for Interviews; (10) References; and (11) Transportation. Each sheet is printed in English on one side and Spanish on the other. Several sheets provide space for information and planning. (KS)

ED 383 564 SE 056 391

Wang, Jianjun; Staver, John R.

An Empirical Study about China: Gender Equity in Science Education.

PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Discrimination; Foreign Countries; Junior High Schools; *Science Instruction; *Sex Differences; *Sex Fairness
IDENTIFIERS- *China; Science Education Research

A data base representing a random sample of more than 10,000 grade 9 students in an SISS (Second IEA Science Study) Extended Study (SES), a key project supported by the China State Commission of Education in the late 1980s, was employed in this study to investigate gender equity in student science achievement in China. This empirical data analysis uncovered significant gender differences across the nation. As a result of traditional Chinese culture, there is weak commitment to girls' education. Significant gender differences in science achievement were found in each of the five provinces studied (Gansu, Guangxi, Hubei, Inner Mongolia, and Jiangshu), however, two-way ANOVA revealed no significant interaction effects between province and gender on student achievement. The results are interpreted in terms of the educational, political, social, and cultural context in China. Contains 17 references. (LZ)

ED 383 626   SO 024 987

Slater, Frances
Learning through Geography. Pathways in Geography Series, Title
  No. 7.
PUB DATE- 93
NOTE- 245p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
  Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Ability; *Critical Thinking; *Decision
  Making; Elementary Secondary Education; *Geographic Concepts;
  *Geography; *Geography Instruction; Intellectual Development;
  *Problem Solving; Reflective Teaching; Thinking Skills

This teacher's guide is to enable the teacher to promote thinking through the use of geography. The book lays out the rationale in learning theory for an issues-based, question-driven inquiry method and proceeds through a simple model of progression from identifying key questions to developing generalizations. Students study issues of geographic significance by pursuing answers to geographic questions, in the process developing meanings and understandings, skills, and personal perspectives, values and attitudes. There is a high value on active learning and higher-level thinking in the materials. Each chapter contains several classroom activities for student decision-making and analysis. The chapters include the following: (1) "Identifying Key Questions To Plan Learning Activities"; (2) "Planning Learning Activities To Reach Generalizations and Decisions"; (3) "Reaching Generalizations and Decisions through Processing and Interpreting Data"; (4) "Interpreting and Analyzing Attitudes and Values; and (5) "Learning through Geography. Extensive maps, charts and figures accompany the text. Contains 75 references. (EH)

ED 383 663 SP 036 003

Hsieh, Yinghui; Spodek, Bernard

Educational Principles Underlying the Classroom Decision-Making of Two Kindergarten Teachers.

PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; Classroom Techniques; Cooperating Teachers; *Decision Making; *Educational Principles; Foreign Countries; *Kindergarten; *Preschool Teachers; Primary Education; Public Schools; Self Concept; Teacher Attitudes; *Teacher Role; Teaching Experience
IDENTIFIERS- Illinois

With the growing recognition that teachers' decisions are guided by their thinking and knowledge, this study examines the educational principles of two experienced kindergarten teachers' classroom decisions and actions and shows how teachers' ideas are related to classroom practice. Data were collected from mid-March to early June and from late August through October, 1993, in the form of participant observation, interviews, videotaping, and document collection. Both teachers had taught in the same school district in Illinois for over 10 years, and their students were from mostly working-class families. Four major findings emerged. First, the study successfully used educational principles to conceptualize the teachers' practical knowledge of teaching. Second, the educational principles that guided the participants' decisions and actions were derived from images of themselves as teachers as well as from knowledge of and values and beliefs about children's learning and development, curriculum, teaching processes, and classroom organization. Third, the teachers' vision of themselves as teacher played an important role in their interpretation of their actions and classroom events. Fourth, the teacher's practical knowledge was found to evolve out of both personal and professional experience. (Contains 20 references.) (JB)

ED 383 396 JC 950 322

Opp, Ronald D.; Smith, Albert B.
Effective Strategies for Enhancing Minority Student Recruitment in Two-Year Colleges.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Administrator Attitudes; American Indians; Asian Americans; Black Students; Community Colleges; *Educational Attitudes; *Enrollment Influences; Hispanic Americans; *Minority Groups; National Surveys; Puerto Ricans; *Student Personnel Services; *Student Recruitment; Two Year Colleges; White Students

As part of an effort to increase the recruitment of minority students in two-year colleges, a study was conducted to determine barriers and facilitators to minority student recruitment, focusing on African-American, Asian-American, Mexican-American, Puerto-Rican American, and American Indian students. Questionnaires were mailed to all 1,173 vice-presidents of student affairs listed in the 1994 edition of "Who's Who in Community Colleges," requesting them to agree or disagree with 19 barriers to minority student recruitment and to report usage of 22 recruitment strategies at their institution. The response rate was 54.6% (n=641), with the typical respondent being 48 years old, white, and male, and having a master's degree in education and 14 years administrative experience. The five most frequently agreed upon barriers and the percentages of agreement were: (1) low high school completion rates among minorities (54.3%); (2) the confusion of prospective minority students regarding the options and benefits of higher education (51.4%); (3) low expectations communicated by parents, teachers, and peers (50.8%); (4) the tendency of many minority youth to reject the assertion that success requires a college degree (48.9%); and (5) recruiting minority students is time consuming and labor intensive (48.4%). Top strategies cited by respondents included establishing a line of communication with guidance counselors in minority high schools (92.2%); college admissions staff visiting minority high schools (90.9%); articulating programs with minority high schools (77.9%); directing college scholarships toward minority students (75.1%); and scheduling admissions and financial aid seminars for minority youth (74.5%). (Contains 27 references.) (Four tables and the survey instrument are appended.) (KP)

ED 383 471 PS 023 368

Hirsch, Donald
Schooling for the Middle Years: Developments in Eight European Countries.
PUB DATE- Dec 94
NOTE- 54p.; Paper presented at the "Frontiers in the Education of Adolescents" Conference (Marbach, Germany, November 3-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Curriculum; Educational Administration; Educational Opportunities; Educational Planning; *Educational Policy; Equal Education; Foreign Countries; *Government Role; Intermediate Grades; Junior High Schools; *Middle Schools; Parent School Relationship; *School Administration; School Guidance; Specialization; State Government; *Teaching Methods; Track System (Education)
IDENTIFIERS- Czech Republic; Denmark; England; France; Germany; Italy; Netherlands; Switzerland

This booklet describes how eight European countries structure educational provision for children in the middle years of schooling, ages 10 through 14. The booklet discusses the status of middle years education, the tracking of students, equal opportunities for minorities, specialization of teachers and counselors, academic versus holistic education, and the school as a community of learning in the context of developments in several European countries and in the United states. Individual sections on the Czech Republic, Denmark, England, France, Italy, and The Netherlands describe the structure of middle years schooling, curriculum, teaching, guidance, transition, school administration, and contact with families. A separate section on developments in Germany and Switzerland focuses on middle years education in general in these two countries and specifically on the systems in place in the German state of Saxony and the Swiss canton of Valais. (MDM)

ED 383 490 RC 019 752

Wright, Alan N.
Multicultural Education through Shared Adventure.
PUB DATE- Jan 94
NOTE- 12p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (2nd, Bradford Woods, IN, January 14-16, 1994); see RC 019 747.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141
DESCRIPTORS- *Adventure Education; Attitude Change; Cultural Awareness; *Group Dynamics; Identification (Psychology); Intercultural Communication; *Intergroup Education; Models; Program Design; *Self Concept; Social Bias; Social Development; Values
IDENTIFIERS- *Cultural Values; Diversity (Student); *Identity Formation; Self Awareness

This paper outlines a conceptual framework for understanding individual development as it relates to the larger issue of intercultural competence and prejudice reduction. A hierarchical model of the multidimensional self-concept is presented in which self-concept encompasses academic, physical, social, and cultural identities. The essence of the cultural self is the affirmation of certain values held by one's cultural group or subgroup. Critical reflection on these values is central to the development of the cultural self. Based on this identity formation framework and on the contact hypothesis (that prejudicial attitudes develop through lack of intergroup contact), a program model is described that uses adventure education to accomplish multicultural education objectives. The multicultural adventure program has the two objectives of increasing awareness of one's own personal identity and creating positive regard for others through interpersonal encounter and community formation. Key program components are a diverse group of participants, challenge or risk, shared cooperative tasks, supportive context, dialogue, and reflection. These components foster self-discovery, self-disclosure, identity formation, and community formation, which in turn lead to intercultural dialogue and increased tolerance and understanding. Suggestions are offered for research based on this program model. (SV)

ED 383 543 SE 056 133

Allen, Tim
Animal Welfare Legislation, Regulations, and Guidelines, January 1990-January 1995. Quick Bibliography Series: QB 95-18.
PUB DATE- Mar 95
NOTE- 69p.; Updates QB 94-23.

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Agricultural Production; Animal Facilities; Animal Husbandry; *Animals; Annotated Bibliographies; Biological Sciences; Environmental Education; Ethics; Experiments; *Federal Regulation; Foreign Countries; Higher Education; *Laboratory Animals; Legislation; *Livestock; Policy; Resources; *Scientific Research; State Regulation
IDENTIFIERS- *AGRICOLA; *Animal Welfare

Citations in this bibliography are intended to be a substantial resource for recent investigations (January 1990-January 1995) on animal welfare policy and were obtained from a search of the National Agriculture Library's AGRICOLA database. A representation of the search strategy is included. The 244 citations range in topic and include animal welfare, regulations, standards, law, policy, politics, research, animal experimentation, laboratory animals, cages, agricultural biotechnology, commercial farming, agricultural policy, livestock, inspection, animal husbandry, veterinary medicine, animal testing alternatives, cosmetics, environmental impact, bioethics, marine mammals, and wild animals. Abstracts are provided for some, but not all, entries. Entries include National Agriculture Library call numbers, title, author, publisher or distributor, language, descriptors, and abstract. The citations are indexed by author and subject. An appendix contains 30 references to codes of practice on animal welfare and international regulations. (LZ)

ED 383 646   SP 035 955

Price, Clovis, Jr.
A Study To Evaluate the Relationship between Occupational and Marital Stress among Teachers in the Chicago Public School System, and To Develop a Teacher Occupational-Marital Stress Inventory Scale (TOMSIS).
PUB DATE- Mar 95
NOTE- 17p.; Research project, Chicago State University.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Marital Satisfaction; Predictor Variables; *Public School Teachers; Questionnaires; Secondary School Teachers; *Stress Variables; Teacher Attitudes; Teacher Characteristics; Teaching Conditions; Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

This study was conducted to identify and evaluate the most obvious marital anxieties of elementary and secondary public school teachers as a result of their occupation, and to develop a stress inventory to aid in the professional counseling and guidance of married teachers employed in the Chicago Public Schools. In particular, the study sought to determine the psychological-occupational concerns of elementary and secondary public school teachers, and to construct a Likert-type scale based on items from the Teacher Concerns Inventory (TCI) and the Abbreviated Marital Satisfaction Inventory (MSI). The population sample included 48 elementary and secondary public school teachers in the Chicago Public School system who were administered the TCI and MSI. Results revealed a significant but low correlation between occupational stress and marital stress among the participants. (Contains 10 references.) (JB)

ED 383 247 HE 028 359

Interactive Video Program. Final Report and Recommendations.

PUB DATE- Aug 93
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audiovisual Aids; Computer Networks; Computer Peripherals; Computer System Design; Electronic Equipment; *Equipment Standards; *Facility Guidelines; Higher Education; *Interactive Video; *Intercollegiate Cooperation; *Purchasing; Technological Advancement
IDENTIFIERS- Midwestern Higher Education Commission; *United States (Midwest)

This report presents recommendations on interactive video transmission standards, equipment, room designs, and service plans for member institutions of the Midwestern Higher Education Commission (MHEC) and reviews MHEC's efforts to find and contract for such services with vendors. The report describes the MHEC objective of establishing a dial-up, high speed, two-way interactive video network across the Midwest and the service vendor evaluation process. It notes the four service levels identified and the presentation and demonstration of vendors' plans. The seven recommendations include: (1) using one standard for all equipment; (2) purchasing the product lines of British Telecom (BT) and Compression Labs, Inc.; (3) adopting certain equipment purchasing policies; (4) use by institutions of the MHEC Telecommunications Network for transmission of interactive video signals; (5) urging institutions to consider purchasing one of three MHEC-defined room systems to meed individual needs; (6) urging institutions to consider purchasing one of four MHEC-defined service levels; and (7) using of the products of BT North America, Inc. for BT product lines and Norstan Communications, Inc. for CLI product lines. Appendixes contain program agreements with BT and Norstan, sample costs, request for information, information in the MHEC Virtual Private Network, and a list of MHEC personnel. (JB)

ED 383 287 IR 017 142

Black, John B.; And Others
Using a Knowledge Representations Approach to Cognitive Task Analysis.
PUB DATE- 95
NOTE- 10p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; *Case Studies; *Cognitive Measurement; *Cognitive Processes; *Job Performance; *Knowledge Representation; Objectives; *Task Analysis; Work Environment
IDENTIFIERS- *Job Knowledge

Task analyses have traditionally been framed in terms of overt behaviors performed in accomplishing tasks and goals. Pioneering work at the Learning Research and Development Center looked at what contribution a cognitive analysis might make to current task analysis procedures, since traditional task analysis methods neither elicit nor capture cognitive components of the job. This paper describes an approach to cognitive task analysis, and reports on initial case studies trying out the methods used. Specifically, the approach attempts to capture two aspects of a job that have been generally overlooked by traditional task analysis: (1) describe job performance not only in terms of overt behaviors, but also in terms of the underlying knowledge content and thinking processes, and (2) capture not only the formal but also the informal aspects of the job. Knowledge about jobs is analyzed into four knowledge representation types: factual knowledge, imagistic knowledge, procedural knowledge and mechanism (or mental model-type) knowledge collectively referred to as FIPM. This FIPM model of cognitive task analysis is found to be effective in capturing rich knowledge content both in relation to the performance of specific tasks, and in relation to the general work setting. (Contains 13 references.) (Author/AEF)

ED 383 342 IR 017 197

Supinski, Stanley B.
Proficiency Orientation in Foreign Language Education: Implications for Instructional Design.
PUB DATE- 95
NOTE- 7p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); Educational Strategies; Guidelines; Instructional Design; *Instructional Development; *Instructional Systems; *Language Proficiency; *Second Language Instruction
IDENTIFIERS- ACTFL Proficiency Guidelines; *Paradigm Shifts

For the second language student, proficiency is a measure of what tasks can be accomplished with acquired language and how well they can be accomplished. The necessity for specification of functional proficiency arose, and resulted in the publication of guidelines by the American Council on the Teaching of Foreign Languages (ACTFL)'s guidelines delineating functional proficiency in five areas: speaking, writing, reading, listening, and culture. This represents a paradigm shift, as communication has become the focus of language instruction. Applying instructional systems design to a proficiency oriented foreign language program is discussed in terms of the following guidelines: (1) use the ACTFL proficiency guidelines; (2) write specific performance objectives and criterion referenced test items before developing instruction; (3) make the classroom learner-centered; (4) integrate instructional materials and media; and (5) evaluate the program: both formative and summative evaluation can improve the effectiveness of foreign language instruction. (Contains 12 references.) (MAS)

ED 383 360 JC 950 282

Laanan, Frankie Santos
Community Colleges as Facilitators of School-to-Work. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Apprenticeships; Career Awareness; Career Education; *College Planning; *College Role; *Community Colleges; *Education Work Relationship; Employment Opportunities; Labor Force Development; Partnerships in Education; Program Costs; *School Business Relationship; Secondary Education; Two Year Colleges; Work Experience Programs
IDENTIFIERS- ERIC Digests; *School to Work Opportunities Act 1994; *School to Work Transition

The challenge of preparing young people for employment and facilitating the smooth transition from school to work has spurred the enactment of the federal School-to-Work Opportunities Act (STWOA), in May 1994. The intent of STWOA is to establish a national framework in which states can create work- and school-based learning systems that include activities to match students with employers. Community colleges play an integral role as facilitators of effective school-to-work systems in three ways: as a primary link between secondary and post-secondary education; by offering transition programs such as tech prep and cooperative and career education; and via collaborations with employers, the community, government, and labor organizations. Community colleges can strengthen the pathways between high school and higher education by coordinating courses of study at both levels; incorporating career exploration and decision-making into the curriculum; providing instruction in work attitudes, communication, and critical thinking skills; emphasizing continuous self-improvement in courses; and building upon existing job skills. Issues remain, however, regarding the grass-roots implementation of school-to-work programs, including what business' liability will be for student apprentices; who will pay for consistent assessment and outcomes measurement; who will set accountability standards and how they will be measured; and how employer-driven, work-bsed learning opportunities for young people will be ensured. (KP)

ED 383 415   PS 023 087

Putting Children First: State-Level Collaboration between Education and Health. A Special Report of the National Health & Education Consortium.

SPONS. AGENCY- AT&T Foundation, New York, NY.; Honeywell, Inc., Minneapolis, Minn.; Prudential Foundation, Newark, N.J.
PUB DATE- 95
NOTE- 41p.; Executive Summary also published separately.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Health; *Consortia; Early Childhood Education; Educational Policy; Elementary Secondary Education; Financial Support; Government Role; Models; *Partnerships in Education; Program Descriptions; Program Development; Public Relations; *State Programs
IDENTIFIERS- Florida; Maryland; *National Health Education Consortium; New Mexico; Texas

Recognizing that unhealthy children cannot learn and that an uneducated child will become a drain on society, this report describes the efforts of the National Health and Education Consortium (NHEC) to promote collaboration among the health and education professions to improve the health of children. The report describes the creation and operation of state health/education consortia in Florida, Maryland, New Mexico, and Texas. The report recommends that leaders interested in creating, merging, or formalizing state consortia should: (1) select leadership with political access; (2) convene a formal steering committee; (3) build strong corporate involvement; (4) develop a clear mission and goals, and ensure accountability; (5) build the publics' awareness of the importance of linking health and education; (6) promote grassroots interest and activities; (7) capitalize on momentum; (8) maintain flexibility; (9) evaluate the effectiveness of the initiative; and (10) seek core funding early. Six appendixes include: a list of selected collaboration resources; NHEC founding organizations and members; and steering committee rosters and sample agendas from the Florida, Maryland, New Mexico, and Texas health/education consortia. A list of NHEC publications is included. (MDM)

ED 383 435 PS 023 265

Fogarty, Robin; Stoehr, Judy

Integrating Curricula with Multiple Intelligences. Teams, Themes, & Threads. K-College.

PUB DATE- 95
NOTE- 224p.; Foreword by Howard Gardner.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; *Curriculum Design; Daily Living Skills; Elementary Secondary Education; *Integrated Curriculum; *Interdisciplinary Approach; Student Evaluation; Teaching Methods; Team Teaching; *Thematic Approach; Thinking Skills
IDENTIFIERS- Gardner (Howard); Learning Webs; *Multiple Intelligences

Using Gardner's multiple intelligences (verbal, logical, musical, bodily, interpersonal, and intrapersonal) and Fogarty's 10 curriculum integration models (fragmented, connected, nested, sequenced, shared, webbed, threaded, integrated, immersed, and networked), this book includes activities for building teams, exploring how to put power into themes, and ways to thread life skills through the subject matter content. It includes cooperative structures for interactive lessons, strategies for developing relevant integrated units, ideas for webbing themes to the intelligences and methods that infuse rigor into thematic units. Chapter 1 provides the underlying theories for the development of teams, themes, and threads. Chapter 2 explores the concept of developing teacher teams to implement holistic, integrated, and interdisciplinary approaches to curriculum. Chapter 3 covers themes and presents a six-step process for developing thematic learning units that focus on higher-order thinking, mindful decision making, and productive problem solving. The final chapter highlights integrating the curriculum by "threading" life skills within single disciplines and across subject matter. Icons representing each of the intelligences are used to key sections of the chapter discussion dealing with that intelligence. Icons are also used to highlight the type of assessment suggested for the lessons and activities. Contains over 160 references and an index. (TJQ)

ED 383 453 PS 023 347

Schmidt, Patricia R.
Tensions for Language Minority Children: Celebrations in a Kindergarten Classroom.
PUB DATE- 22 Apr 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Cultural Differences; Early Childhood Education; English (Second Language); Ethnography; *Holidays; *Language Variation; Learning Processes; *Literacy Education; *Minority Group Children; Misconceptions; Second Language Learning
IDENTIFIERS- *Festivals; *Language Minorities

Researchers suggest that children of minority groups are so confused by the customs of the dominant culture represented in schools that their English literacy learning suffers. An ethnographic study examined the literacy learning of two language minority children in a suburban kindergarten program. Using unstructured interviews, the focal informants of the study were the two children (a female Southeast Asian and a male Indian), the kindergarten teacher, and the teacher of English as a second language (ESL). Other sources and methods of collecting information consisted of a year of participant observations in the school and at home, field trips, parent conferences, and documents such as written home-school communication, student work, report cards, testing information, and classroom materials. The minority children's understanding of holidays and celebrations were studied to assess whether understanding affected English literacy, as illustrated by the tensions during 12 classroom holidays and celebrations, ranging from Christmas to Columbus Day to kindergarten graduation. Findings revealed that the children misunderstood most holidays and celebrations and that the school staff misunderstood the children's confusions. The lack of communication between school and families exacerbated the difficulties for the children. Results suggested that: (1) this program and comparable programs include the study of similarities and differences between people; (2) multicultural literature be integrated into the program; (3) appreciation of diverse holidays and celebrations be incorporated across the curriculum; and (4) home-school communication be strengthened. (BAC)

ED 383 508 RC 020 121

DeYoung, Alan J.; Lawrence, Barbara Kent
On Hoosiers, Yankees and Mountaineers.

PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Attitudes; *Educational Change; Elementary Secondary Education; Industrialization; Postsecondary Education; Poverty; *Role of Education; Rural Areas; *Rural Education; Rural Schools; Rural to Urban Migration; School Closing; *School Community Relationship; Social Values; *Urbanization
IDENTIFIERS- Hoosiers (Film); Local Control; Maine; *Rural Culture; West Virginia

This paper addresses dilemmas facing rural schooling today as a result of industrialization and the changing nature of rural communities. Examples are drawn from the literature on Maine and West Virginia schools and from the movie "Hoosiers." Although some rural communities have benefitted economically from industrialization, in most cases, only rural places near metropolitan centers and resort communities have experienced economic growth. Most chronically poor counties are located in rural areas, particularly in Appalachia and the South. Rural schools often have difficulty providing educational resources equal to those offered by more affluent towns. In addition, rural communities frequently lack active parents and community groups. Inequities typically translate into fewer mathematics and advanced placement courses in rural high schools, fewer programs for gifted and talented children, fewer alternative school programs, and an inadequate school transportation system. Questions about who controls rural schools and the ultimate purpose of instruction are dilemmas facing contemporary rural communities. Most rural communities have waged a losing war over who controls local schools as rural-to-urban migration and the notion that "bigger is better" have forced school closure and consolidation. The metropolitan model of schooling has attacked a fundamental assumption of rural schools: that rural schools are cultural centers of the community and not just sites for pedagogy. In addition, professional educators have typically assumed that their mission is to educate students for furthering careers in the city. However, the task of educators bent on educating and exporting students is difficult due to misconceptions about the relationship between schooling and work. In addition, educators have been schooled to believe that the expressed traditional values of rural residents are illegitimate. This paper contends that the traditional values of rural communities are relevant to rural education and questions the human costs of an education bent only on competitive consumerism. (LP)

ED 383 525   SE 054 682

Kjos, Ruth; Long, Kathryn
Improving Critical Thinking and Problem Solving in Fifth Grade Mathematics.
PUB DATE- May 94
NOTE- 79p.; Action Research Project, Saint Xavier University-IRI. Appendices pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Action Research; Critical Thinking; *Elementary School Students; Grade 5; *Instructional Improvement; Intermediate Grades; *Manipulative Materials; Mathematics Education; Metacognition; *Problem Solving; *Writing Across the Curriculum
IDENTIFIERS- Mathematics Education Research

This report describes an intervention designed to assist students in creating and accepting divergent solutions to problems in mathematics. The targeted population consisted of fifth-grade students from a multicultural setting with varied economic backgrounds, and the sample included 171 fifth graders in two school districts. Underdeveloped critical thinking was documented by teacher observation, tests, and student surveys. Analysis of probable cause data revealed that students lacked adequate strategies for problem solving, lacked confidence in their math ability, and were unable to communicate their thinking. Reviews of curricular content and previous instructional methods revealed an overemphasis on basic skills and computation, with minimal attention to higher-order thinking and problem solving. One major intervention was selected, a change in the instructional approach with three essential characteristics: (1) Students were taught the steps to use when critically thinking about problem solving; (2) Manipulatives were used to enhance instruction; and (3) Metacognitive abilities were developed through writing about math skills. Results showed that students demonstrated improved attitudes about their mathematical ability and increased ability to write about their thinking. Appendices contain an autobiography sample, a problem solving pre-test, teacher survey, three-story intellect verbs, student activity samples, and a problem-solving post-test. (Contains 17 references.) (Author/MKR)

ED 383 565 SE 056 434

Environmental Restoration and Waste Management: An Introduction. Student Edition.

PUB DATE- 95
NOTE- 31p.; Prepared by the Scientific and Technical Writing Class, Oak Hills High School, Cincinnati, OH. Photographs may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Citizen Participation; Environmental Education; *Hazardous Materials; High Schools; *Nuclear Energy; Nuclear Technology; *Planning; *Radiation; *Waste Disposal; Wastes
IDENTIFIERS- *Department of Energy; *Environmental Restoration

This technical document focuses on the Department of Energy's (DOE) efforts to restore the environment and manage nuclear waste. This student edition was rewritten and edited by a team of high school students in order to make it "user-friendly" for high school students and the general public. The document focuses on the efforts of the Office of Environmental Restoration and Waste Management (EM) to clean up the current inventory of inactive and nuclear-related sties and facilities. The document contains the following: (1) introduction; (2) changes in attitudes at the DOE; (2) how EM is structured; (3) the definition of environmental restoration and waste management; (4) DOE's 30-year clean-up goal; (5) DOE's 5-year plan; (6) types of waste that EM manages and how it is stored; (7) a definition of radiation; (8) a description of how the waste is managed; (9) corrective activities that bring facilities into compliance with regulations; (10) remedial actions and decontamination and decommissioning; (11) technology development; (12) methods for the transportation of radioactive and hazardous materials; (13) facility transition and management; and (14) EM educational opportunities. Diagrams and color pictures illustrate the text. (LZ)

ED 383 609 SO 024 928

Wu, Kin Bing
Mongolia: Financing Education during Economic Transition. World Bank Discussion Papers 226. East Asia & Pacific Region Series.
PUB DATE- 94
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; Costs; Economic Factors; Economic Impact; *Educational Economics; *Educational Finance; *Educational Planning; Elementary Secondary Education; *Financial Policy; *Financial Support; Foreign Countries; Politics of Education; School Funds; State Aid
IDENTIFIERS- *Mongolia

This paper reviews the changing compositions of public expenditures on education in Mongolia during recent economic transitions. It also assesses the impact of economic transition in Mongolia. The study recommends three complementary strategies to provide a more stable resource base to finance education: (1) rationalize public expenditures on education in a variety of ways which are presented; (2) reallocate resources to strengthen basic education, reduce dropouts, improve primary science education, and invest in books and libraries; and (3) mobilize new resources by charging tuition fees at all post-secondary levels, by charging realistic interest rates on student loans, by providing a conducive environment for private schools, and by using foreign assistance. The volume is divided into three chapters: (1) "Achievements and Reforms"; (2) "The Changing Patterns of Public Expenditures on Education"; and (3) "Strategies to Build a Stable Resource Base to Finance Education." The Annexes contain extensive charts and graphs addressing the following: (1) "Employment and Educational Attainment"; (2) "Enrollment"; (3) "Teachers"; (4) "Curriculum"; (5) "Expenditures"; (6) "Organizational Structure and Legal Framework"; and (7) "Donors' Activities in Education." (EH)

ED 383 627 SO 024 988

Baumann, Paul R., Ed.
Up Close from Afar: Using Remote Sensing To Teach the American Landscape. Pathways in Geography Series, Title No. 8.
PUB DATE- 94
NOTE- 96p.; For related documents in this series, see SO 024 989-991.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Cartography; Geographic Concepts; *Geographic Location; Geographic Regions; *Geography Instruction; Locational Skills (Social Studies); Maps; *Map Skills; *Physical Geography; Site Analysis; *Topography
IDENTIFIERS- *Remote Sensing

This teaching guide offers educators glimpses into the value of remote sensing, the process of observing and analyzing the earth from a distance. Remote sensing provides information in forms to see spatial patterns over large areas in a more realistic way than thematic maps and allows a macro-scale look at global problems. The six instructional units in part 1 and the background essay in part 2 lead students through an understanding of the basics of remote sensing and engage them in using images to interpret aspects of the physical and cultural geography of selected U.S. areas. Students are engaged in the changing environmental impact of Death Valley (California), the Ridge and Valley Region of Pennsylvania, the coal mines of Wyoming, and the urban landscape of Boston (Massachusetts). Part I contains classroom activities for student decision-making and analysis. Titled "Learning about the American Landscape Through Remote Sensing," part 1 includes: (1) "Basin and Range Province: Interpreting a Satellite Image of Death Valley" (Paul R. Baumann); (2) "The Appalachian Ridge and Valley: A Landsat Image of Central Pennsylvania" (Percy H. Dougherty); (3) "Human-Environmental Interaction at the Black Butte Coal Mine, Wyoming: An Interpretation from Satellite Imagery" (Julie Elbert); (4) "Snake River Plain, Idaho: The Physical and Cultural Landscape Through Landsat Imagery" (Nancy B. Hultquist); (5) "The Urban Landscape of Boston from a High-Altitude Color-Infrared Aerial Photograph" (Aulis Lind); and (6) "Studying the Regional Geography of the American Plains Using Landsat Thematic Mapper Imagery" (M. Duane Nellis; Steven L. Stover). Part 2, "How Does Remote Sensing Work?" contains the essay "Remote Sensing: An Introduction" (Paul R. Baumann). Maps, charts, and tables accompany the text. (EH)

ED 383 682 SP 036 022

Juul, Thomas P.
Boys, Girls, and Others: Affectional Differences between Self-Identified Lesbian, Gay Male, and Bisexual Public School Teachers in Job Satisfaction, Job Stress, and Identity.
PUB DATE- 22 Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For related paper, see SP 036 028.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Homosexuality; *Job Satisfaction; *Lesbianism; National Surveys; *Public School Teachers; Sex Differences; Sex Role; *Sexual Identity; Sexuality; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *Bisexuality; *Homosexual Teachers; Job Stress; Sexual Attitudes; Sexual Orientation

This study used data from a national survey to examine the relationship of openness regarding sexual orientation to job satisfaction, job stress, and identity for self-identified homosexual and bisexual public school teachers. A survey was sent to participants through national, state, and urban based gay teacher organizations. Of the 1,350 surveys sent out, 904 responses were returned. Heterosexual surveys returned were not used in the data analysis. A primary result of the study indicated that bisexuals have alaready established or are establishing a unified sexual identity, as bisexual, separate from heterosexual or homosexual identities and separate from gender assignments. Results also indicated that differences between affectional identity groups were found on all factors of job satisfaction. However, only three factors showed significant differences--security, students, and teaching itself. Lesbians were generally more satisfied with teaching, while bisexuals were the most dissatisfied. In regard to job stress, only "Identity Dissonance" indicated significant differences between affectional identities. Generally, lesbians were more stressed than gay males. However, bisexuals were the most stressed. In addition, gay males were significantly more likely to have gone public than either lesbians or bisexuals. The study raised questions regarding bisexual group identity that in turn led the study to question the use of the Kinsey Scale for determination of sexual identity or affectional orientation. (JB)

ED 383 267 HE 028 380

The Financial Position of Universities in Ontario: 1995.
PUB DATE- May 95
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Budgeting; Cross Cultural Studies; *Educational Finance; Educational Trends; Federal Aid; *Financial Problems; Financial Support; Foreign Countries; Government Role; Higher Education; Research; *Retrenchment; *State Aid; *State Government; *State Universities; Tuition
IDENTIFIERS- *Ontario

This report examines the financial position of Ontario (Canada) universities, focusing on the effects of declining federal and provincial financial support for higher education. It argues that the provincial government has been underfunding Ontario universities since the 1970s, and that such underfunding is unrelated to general economic conditions or the contributions that the universities make toward society. Ontario universities have not received as much financial support as other parts of the public sector and, when compared to other provinces, Ontario is unique in being one of the wealthiest provinces while providing its universities with one of the lowest levels of funding. Comparisons with public and private universities in the United States indicate that Ontario universities received less federal and provincial/state support than their American counterparts. The impact of underfunding on faculty and staff cutbacks, program curtailment, tuition increases, and research cutbacks are discussed. The bulk of the report consists of 40 tables which highlight various aspects of the financial position of Ontario universities from 1977-78 through 1994-95. (MDM)

ED 383 306 IR 017 161

Januszewski, Alan

Teaching About Educational Technology in a Master of Science in Education Program from a Socio-Cultural Perspective.

PUB DATE- 95
NOTE- 7p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Evaluation; *Cultural Influences; *Educational Technology; *Educational Theories; *Foundations of Education; *Graduate Study; Higher Education; Masters Degrees; Skills; Social Influences; Teaching Methods
IDENTIFIERS- State University of New York Coll at Potsdam

There are three basic aspects of graduate programs in educational technology; the first focuses on the essential concepts, skills, principles, and procedures that students should know. The second deals with the theoretical and conceptual bases in which the essential skills, principles, and procedures are grounded. The third is concerned with the cultural foundations of the field. This paper describes the way in which foundations issues are covered at an institution, State University of New York at Potsdam, which grants masters degrees in education in the area of educational technology. Two courses which focus on education issues, "The History and Philosophy of Instructional Technology," and "Critical Issues in the Use of Technology in Education," are discussed. Some teaching strategies and considerations are also presented. (AEF)

ED 383 587 SO 024 776

Nebraska Social Studies Statutes.

PUB DATE- Jun 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Government School Relationship; Policy Formation; Public Policy; *School Law; *Social Studies; *State Departments of Education; *State Government; State History; *State Legislation; *State Regulation; State School District Relationship; States Powers
IDENTIFIERS- *Nebraska

This booklet lists the laws that relate to Nebraska social studies. The volume is intended for administrators, teachers, and curriculum planners to assist them to do a more thorough job of planning social studies programs. The Nebraska Social Studies Statutes are designed to be a primary tool in developing a district's curriculum, as they speak to the values that Nebraskans have held for many generations and will continue to hold. The educational environment is the one area where these values can affect the greatest number of Nebraskans. There is a disclaimer that the laws may appear obsolete with language referring only to men, but that all young people should enjoy a democratic way of life and absorb democratic and character building values deemed important. Some laws are very specific about course content and course offerings, while others are very vague and general. Laws listed deal with the following topics: (1) American citizenship; (2) Character education; (3) Multicultural education; (4) Holidays (including Thanksgiving; Veterans Day; Martin Luther King, Jr. Day; George W. Norris Day; American Indian Day; State Day; and Pulaski's Memorial Day). (EH)

ED 383 326 IR 017 181

Meyer, Martha J.; Lee, Yung-bin Benjamin

Closed-Captioned Prompt Rates: Their Influence on Reading Outcomes.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 95

NOTE- 11p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- At Risk Persons; *Cues; Elementary Education; *Elementary School Students; Prompting; *Reading Difficulties; Retention (Psychology); *Time Factors (Learning); *Videotape Recordings

IDENTIFIERS- *Closed Captioned Television

Regulating closed-captioned videotape prompt rates as a technological approach to improve reading comprehension/retention skills in "at risk" elementary school students is addressed. It is a within factor experimental design which examines retention of learning from closed-caption videotape with regulated prompt rates. Two groups comprised of 158 fourth, fifth, and sixth grade reading deficient students participated in a pilot study (18 students) and experimental study (140 students). Students were randomly assigned to either an average-paced closed-caption video, a slow-paced closed-captioned video, or printed text with no video, serving as a control measure. Results indicate significantly more learning occurs for those students using captioned video compared to those having traditional print materials. Additionally, students assigned to the slow-paced prompt rate retained significantly more information than those having the average-paced captioning. Results suggest that educators can better help reading deficient students by choosing captioned video curriculum rather than traditional print materials. Results also suggest that video producers should take into consideration the prompt rate of their captioned video materials and implement caption prompt rates that are appropriately paced for use in inclusive classroom environments. Data is illustrated in three tables and three figures. (Contains 21 references.) (Author)

ED 383 378   JC 950 302

Comprehensive Financial Plan.
PUB DATE- 1 Jul 95
NOTE- 29p.; For the accompanying Cost Containment Report, see JC 950 303.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; Budgeting; *Budgets; Community Colleges; *Educational Finance; Expenditure per Student; *Financial Needs; *Financial Policy; *Program Costs; *Retrenchment; Scholarships; School District Spending; School Funds; School Support; Self Evaluation (Groups); State Aid; Tax Allocation; Two Year Colleges
IDENTIFIERS- *Prince Georges Community College MD

Pursuant to Maryland Higher Education Commission guidelines, this comprehensive financial plan for fiscal year (FY) 1994-98 for Prince George's Community College (PGCC) provides data on fiscal trends, strategic goals, and cost containment measures planned by the college. Following introductory materials and information on PGCC's mission, five sets of commitments related to the mission are described, including access and equity, community involvement and cultural activities, technical education and economic development, transfer preparation, and student growth and achievement. Next, discussions are provided of campus priorities for FY95-97, such as expanding services to the community, strengthening the effectiveness of PGCC's Educational Development program, and seeking external funding, and campus priorities for FY96-98, including downsizing efforts, increasing county contributions, and seeking external funding. Following a review of revenue and expenditure patterns from 1994-98, performance measures are identified for evaluating the college's success in achieving strategic priorities, highlighting targeted results of downsizing and productivity enhancement and measures of county and external funding. Information is then provided on declines in state and county support in the 1990's, PGCC's responses to declining public support, and the college's needs for FY1994-98. Finally, cost containment strategies for FY1996-98 are described. Data tables of revenues and expenditures for 1994-1998 are appended. (MAB)

ED 383 472 PS 023 376

Hall, Stuart; Powney, Janet

Educational Provision for Pre-fives in Lothian Region: A Summary of the Views of Parents and Staff. SCRE Research Report No. 62.

PUB DATE- 95

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Agency Cooperation; Day Care; *Educational Demand; *Educational Quality; *Educational Supply; Foreign Countries; *Nursery Schools; Parent Attitudes; Preschool Children; Preschool Education; *Preschool Evaluation; Preschool Teachers; Program Effectiveness; *Teacher Attitudes

IDENTIFIERS- Scotland (Lothian Region)

A survey was conducted in Scotland's Lothian region to ascertain views on education provision for children under age 5. Subjects were over 400 nursery nurses, more than 1,100 parents, and staff members, at 175 nursery schools. The research questions covered six areas: (1) background information on parents and children; (2) benefits of nursery education for children and their families and improvements that parents would like to see; (3) staff feelings about meeting the needs of children and their families and staff priorities in the provision they make; (4) staff overall job satisfaction and satisfaction with opportunities available for professional development; (5) preferences held by both parents and staff concerning parental involvement in nursery education and how these preferences match with actual practices; and (6) kinds and levels of inter-agency work existing in Lothian nurseries. Results indicated that parents felt generally very happy with the nursery school or class their children attended, but would like more provision to be available. Suggested improvements involved providing more places, giving children more time at nursery, and allowing younger children into the system. Helping children prepare for school, giving them the chance to mix with other children, and contributing to their education were the main reasons parents gave for using the services. The majority of teachers and nursery nurses were satisfied with their present jobs but identified further areas for inservice requirements, especially for working with special needs children and with parents. Fairly large numbers of nurseries reported receiving support from other professionals such as speech professionals and psychologists, and well over three-quarters of nursery schools and classes were involved in pre-entry work with primary schools. (AA)

ED 383 647 SP 035 956

Demery, Marie
Continuous Learning: Balancing Educational Excellence and Cultural Diversity for At-Risk. A Developing, Generalizing, Working Model.
PUB DATE- Apr 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; *Cultural Pluralism; Discipline; *Dropout Prevention; Elementary Secondary Education; *Excellence in Education; Inservice Teacher Education; Models; Parent Participation; Potential Dropouts; Self Evaluation (Individuals); Student Characteristics
IDENTIFIERS- *Continuous Improvement

This proactive research and development model presents data of misfortune, reality, and hope for approximately 40 percent of American children labeled as "at-risk." The model was based on the premise that in spite of their past and an environment of failure, these children can learn successfully and continuously through the balancing of the "best" from universal education and cultural diversity. The model was designed to provide an explanation for behavior and to serve as a generalized research and design format for motivating and producing success in school and in life. An opening section describes the group labeled "at-risk" and the challenges they present. Components and guidelines for the model are then presented. They are: genuine care and concern for students; commitment to missions and goals; creative modification and design; continuous integration of cultural competence and developmental competence; one-to-one tutoring; promoting visual literacy; core and situational self-esteem; Kwanzaa/universal values; conflict resolution; DARE; teacher researcher/instructional designer extended time with students; discipline; assessment; parent involvement; use of support services; self-reflection; and continuous improvement. Each of these is described briefly. (Contains 115 references.) (JB)

ED 383 664 SP 036 004

Beavis, Allan K.; Bowman, Diana M.
The Implementation of Peer-Assisted Leadership in Australia: A Means of Spanning the Chasms that Divide.

PUB DATE- Mar 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Leadership; *Peer Groups; Peer Influence; *Principals; Program Effectiveness; Program Implementation; Social Support Groups
IDENTIFIERS- *Australia; Peer Consultation (Supervision); Peer Resource Programs; *Peer Support Groups

This paper examines and discusses two professional support and development programs for principals in Australia. Peer-Assisted Leadership (PAL) is a program implemented in Australia in the independent school sector. In 1993, a group of 14 principals from these schools participated in a modified version of PAL, PAL(A). Since then a number of other principals have also participated in this program. Part 1 of the paper offers background information on educational trends in Australia, PAL, PAL(A), and communication and support among participants through a newsletter. Part 2 describes the immediate and longer-term benefits of the program as reported by the first two groups of participants. Discussion of immediate benefits covers observing and being observed, reflexive leadership, and encouragement. A discussion of longer-term benefits covers results of a survey sent to 28 participants and returned by 24. These results are discussed with respect to administrative action, leadership roles, collegial support, and reflections on newsletters and meetings. Part 3 examines other peer-assistance programs being developed in Australia and how they compare with PAL(A), and it looks at current research in this area. An appendix contains study questionnaires. Contains 10 references. (JB)

ED 383 544 SE 056 152

Vaille, John; Kushins, Harold
Creative Math Assessment: How the "Fizz & Martina Approach" Helps Prepare Students for the Math Assessment Tests.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Achievement Tests; Elementary Education; Mathematics Curriculum; Mathematics Education; *National Competency Tests; *Student Evaluation; *Test Reviews
IDENTIFIERS- *Alternative Assessment; *California

Many school districts around the nation are re-evaluating how they measure student performance in mathematics. Calls have been made for alternative, authentic assessment tools that go beyond simple, and widely ineffective, multiple-choice tests. This book examines how the Fizz & Martina math video series provides students with hands-on practice for the new assessment techniques used in the California Learning Assessment System (CLAS). Discussion considers students, curriculum, and assessment; more than mimicry mathematics; measuring mathematical power: CLAS as a mathematical power meter; CLAS enhanced multiple-choice questions; open-ended problems; what the CLAS open-ended questions ask of students; what Fizz and Martina do with students; and how Fizz and Martina help prepare students for CLAS. Contains a list of 12 selected readings. (MKR)

ED 383 248 HE 028 360

Cintron, Rosa, Comp.
Women in Student Affairs: A Working Bibliography.
PUB DATE- Apr 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Careers; College Administration; College Students; Emotional Development; *Females; Feminism; Higher Education; Intellectual Development; Professional Development; Sexual Harassment; *Student Personnel Services; Women Administrators
IDENTIFIERS- Feminist Criticism; Feminist Scholarship

This bibliography contains 457 entries concerning women in higher education student affairs including books, articles, research reports, monographs, speeches and conference papers published from 1964 to February 1995. The majority of items were published between 1980 and 1995. The citations were obtained from searches of the ERIC (Educational Resources Information Center) database using the descriptors: Student Personnel Services; Higher Education; Women; Females; Two-year College Students, Professional Development; Women Administrators; and College Administration. Secondary source entries as yielded by primary sources were also included. The citations are organized in subject groups with subsections in each group and arranged alphabetically by author within subsections. The following subjects are included: women as managers and staff (subsections on administration of student affairs, the career, and the profession); women as learners (subsections on women as students, and intellectual and psychological development); feminist theory; sexual harassment; and general works. (JB)

ED 383 268 HE 028 381

Corak, Kathleen; Croonquist, James
From Rubble to Edifice: Research as the Bricks and Mortar of Institutional Change.
PUB DATE- 30 May 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Institutional Research (New Orleans, LA, May 30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Change Strategies; *College Planning; Educational Facilities Planning; Educational Improvement; Faculty Development; Financial Support; Higher Education; *Institutional Research; *Needs Assessment; *Problem Solving; School Community Relationship; *State Universities

This paper presents a case study that describes the role, scope, and evolution of institutional research (IR) in support of planning and decision making at Minot State University in North Dakota. It describes four specific phases of IR involvement in institutional change at the university, based on a four-tiered planning model that relied on input from all levels of the university. These phases are: needs identification, problem solving, assessment, and direction for action. The university effectively utilized the first three phases of this process to address its need for: (1) increased classroom and office space; (2) increased numbers of terminally-degreed faculty; (3) administrative reconfiguration; (4) improved community support; (5) economic development in the region; (6) development of additional monetary resources; and (7) improvement of academic quality. It is currently in the fourth phase, using IR to help implement directions for action to address the identified needs. (Contains 11 references.) (MDM)

ED 383 307 IR 017 162

Januszewski, Al
Understanding the Critics of Educational Technology.
PUB DATE- 95
NOTE- 8p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criticism; Culture; *Educational Technology; *Intellectual History; Problems; Research Methodology
IDENTIFIERS- *Conceptual Frameworks; *Historical Explanation; Ideas

This presentation provides conceptual frameworks for understanding critics of educational technology; these frameworks are developed by using a series of concepts, approaches, and techniques of historical analysis from the area of intellectual history. The difference between study in the history of ideas and the history of culture is noted. The following problems with the way that the history of ideas is conducted as a research method are identified: the "whole" of the concept is neglected; an elitist perspective; insufficient concern with content; and lack of objectivity. Factors in the history of ideas and four types of definitions are examined. The presentation format revolves around the following conceptual frameworks for analyzing the criticisms of educational technology: (1) concerns about the development of man-machine systems, (2) concerns about technological momentum; (3) concerns about individualizing instruction; (4) concerns about gender bias; and, (5) concerns about dehumanization. (Contains 19 references.) (AEF)

ED 383 343 IR 017 198

Surry, Daniel W.; Farquhar, John D.
Adoption Analysis and User-Oriented Instructional Development.
PUB DATE- 95
NOTE- 12p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); Individual Characteristics; Instructional Design; *Instructional Development; *Instructional Materials; Models; *Social Environment; Social Influences
IDENTIFIERS- Organizational Culture; Technology Integration; User Oriented Instructional Development

This paper discusses the importance of considering the social context in which an instructional product will be used during the development process. It is contended that traditional instructional product development models are inadequate because they ignore social context. The use of inadequate traditional design models results in the development of instructional products that may be instructionally effective, but that are not desirable to potential adopters. Two emerging theories, Adoption Analysis and User-Oriented Instructional Development, are presented as tools that instructional developers can employ in order to increase the adoption of their products. The focus of adoption analysis is on the individual (user characteristics and perceived attributes) and organizational factors (physical environment and support environment) that could impede or facilitate the adoption and integration of a new technology. The importance of incorporating the emerging theories into existing instructional development models is described. The paper concludes by calling for a new vision of instructional development in which the success of an instructional product is measured by its successful adoption just as much as success is now measured by its instructional effectiveness. Six figures illustrate the concepts. (Contains 17 references.) (Author/MAS)

ED 383 361 JC 950 283

Kangas, Jon; Ma, Tony

Persistence of Fall 1988 ENGL 330/335 Students through Transfer Level English (1A) over Four Academic Years (Fall 1988-Spring 1992). Research Report #267.

PUB DATE- 3 Sep 92
NOTE- 11p.; A Title III Grant Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Asian Americans; *Basic Writing; Black Students; *College English; *College Outcomes Assessment; Community Colleges; Ethnic Groups; Females; Hispanic Americans; Males; *Student Characteristics; Success; Tables (Data); Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- Evergreen Valley College CA; San Jose City College CA

In fall 1992, a study was conducted at Evergreen Valley College (EVC) and San Jose City College (SJCC), in California, to measure the persistence rate of fall 1988 developmental English students (ENGL 330 at EVC; ENGL 335 at SJCC) through transfer level English (1A) over 4 academic years. Results of the study included the following: (1) of the 152 new students with no previous college experience starting in English 330 at EVC, 20% achieved transfer level English competence within 4 academic years; (2) of the 96 new students with no previous college experience starting in English 335 at SJCC in fall 1988, 21% achieved transfer level competence within 4 academic years; (3) for the EVC group, 23% of the male and 17% of the female students achieved transfer level; (4) for the SJCC group, 23% of the male and 19% of the female achieved transfer level; (5) at EVC, Black students had the highest persistence rate (33%), followed by Hispanics (20%), Asians (19%), and Whites (10%); (6) at SJCC, Whites had the highest persistence rate (33%), followed by Asians (23%), Blacks (19%), and Hispanics (17%); (7) at EVC, the highest persistence rate was found for Black females (45%), while the lowest persistence rate was for White females (0%); and (8) at SJCC, the highest persistence rate belonged to other males (40%), while the lowest persistence rate was for White males, and Black and other females, (0%). (KP)

ED 383 397 JC 950 324

Cunningham, Pearley
A Survey of Computer Use in Associate Degree Programs in
Engineering Technology.
PUB DATE- Jun 95
NOTE- 58p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Computer Assisted Design;
Computer Centers; *Computer Networks; *Computer Software;
*Computer Uses in Education; *Engineering Education;
Programming Languages; Technical Education; Two Year Colleges;
Use Studies
IDENTIFIERS- Internet

As part of its annual program review process, the Department of Engineering Technology at the Community College of Allegheny County, in Pennsylvania, conducted a study of computer usage in community college engineering technology programs across the nation. Specifically, the study sought to determine the types of software, Internet access, average student to personal computer (PC) ratio, and computer language education available at each program. The study also determined if the program was accredited by the Accreditation Board for Engineering and Technology (ABET). Questionnaires were mailed to 103 Engineering Technology departments, receiving a response rate of 38.8% (n=40). Study results included the following: (1) 27 colleges had at least one ABET accredited program; (2) on average, respondents indicated that 28% of students owned PC's; (3) the 12 departments that had Macintoshes also had IBM-based PC's (IBM-PC's); (4) while 30% of students had access to Macintosh PC's, 95% of students had access to IBM-PC's; (5) colleges had an average full-time student/PC ratio of 4.3; (6) all but one school reported a course in the department to provide computer skills; (7) 59% of computers were networked; (8) 8 schools provided student Internet accounts, while 9 had no Internet connection at all; (9) the most frequently required languages were BASIC, Assembly, and C; and (10) the most popular programs included Autocad, WordPerfect, Mathcad, pSpice, Lotus, and Excel. Seven appendixes include the survey design guide, the computer use questionnaire and a list of schools contacted. (MAB)

ED 383 436 PS 023 273

Droege, Kristin L.
Identifying Preschool Caregivers' Beliefs about Children's Social Development. Brief Report.
PUB DATE- Dec 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Attribution Theory; *Beliefs; *Child Caregivers; *Child Development; Constructivism (Learning); *Developmental Psychology; *Factor Analysis; Learning Theories; Preschool Children; Preschool Education; Preschool Teachers; Social Development

This study examined the assumption that all caregivers have a set of beliefs which represent their own underlying theory of child development and tested one strategy for identifying the beliefs that preschool caregivers hold. In order to classify caregivers' beliefs about children's social development, an adaptation of McGillicudy-DeLisi's (1992) Parent Belief Questionnaire called the Social Development Beliefs Questionnaire (SDBQ) was completed by 473 caregivers from 104 centers. A factor analysis was performed on the seven theoretical subscales of the questionnaire, which included psychoanalytic theory, biological model of development, gender model of development, constructivist theory, attribution theory, social learning theory, and operant theory. Caregivers' levels of education were also examined. The results of the study indicated no support for the hypothesis that child caregivers' beliefs about social development can be classified in a manner consistent with psychological theories of social development. Tables for items on SDBQ, factors produced by directors' responses to SDBQ, and caregivers' levels of education are included. (WP)

ED 383 454 PS 023 350

Saarni, Carolyn

Coping With Aversive Feelings.

PUB DATE- Mar 95
NOTE- 23p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Childhood Attitudes; *Conflict Resolution; *Coping; Cultural Traits; Elementary Education; *Emotional Response; *Interpersonal Relationship; Peer Relationship; Perspective Taking; Role Perception; Social Attitudes; Social Behavior; *Social Cognition; Social Development; Young Children
IDENTIFIERS- Externalization; Internalization; Social Referencing

This study focused on how school-age children develop and refine their strategies for dealing with aversive emotions, defined as fear, shame, anger, sadness, and hurt feelings. Two groups of children were used, one from a public school, serving a working class neighborhood, and the other from a sexual abuse treatment agency. The aversive emotions were presented to the children in the form of hypothetical vignettes, involving two same-sexed friends who either got into a conflict with one another or had some event befall them that elicited a negative feeling. The results suggested that by the early elementary school grades, many children appear to have acquired a cultural script for how to deal adaptively with aversive feelings in social contexts. Beneficial coping strategies such as problem-solving and support-seeking were most often cited as the best coping strategies, and aggressive, externalizing strategies as the worst. In general, the children were able to anchor these coping choices in appropriate contexts in which gains were cited as rationales for their choice of the best coping options, and negative social or non-social consequences were cited for worst coping choices. (Contains 21 references.) (AA)

ED 383 491 RC 019 753

Irwin, Cheryl; Phipps, Maurice
The Great Outdoors and Beyond: Common Threads in Leadership Training on Land, in the Air, and in Space.
PUB DATE- Jan 94
NOTE- 12p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (2nd, Bradford Woods, IN, January 14-16, 1994); see RC 019 747.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aerospace Industry; *Experiential Learning; Higher Education; *Leadership Styles; *Leadership Training; *Outdoor Education; Safety; Self Evaluation (Individuals); Student Attitudes; *Wilderness
IDENTIFIERS- Expedition Education; *Outdoor Leadership; Situational Leadership; Wilderness Education Association

For over 7 years, the Wilderness Education Association (WEA) a three universities have been using a systematic approach to leadership training in the outdoors: the experiential leadership education (ELE) method. The effectiveness of this approach was investigated by an aerospace expert interested in leadership training for isolated groups. A single-case time series design was used in which the researcher became a student trainee in a WEA program. The trainee kept a journal and completed the Expedition Leader Style Analysis (ELSA) before and after the 10-day course. A group dynamics questionnaire was completed by all students. The course--the WEA National Standard Program for professionals in the field--was expeditionary and used the ELE method to teach the "people skills" of outdoor leadership. ELE was found to offer theory-based information in an experiential manner, as well as using helpful tools for student feedback. ELE provided a structured program in which students learned new concepts of leadership and decision-making based on the situational leadership model, and applied the theories in a daily journal-keeping exercise. Use of the ELSA inventory gave students a chance to evaluate their own decision-making objectively and to identify their own dominant or preferred style. Implications of the training for leadership and safety issues in the aviation industry are discussed. (SV)

ED 383 526 SE 054 687

Butkowski, Jean; And Others
Improving Student Higher-Order Thinking Skills in Mathematics.
PUB DATE- 27 Apr 94
NOTE- 331p.; Action Research Project, Saint Xavier University-IRI.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Affective Behavior; *Cognitive Ability; Elementary Education; *Elementary School Students; Grade 3; Grade 5; Grade 6; *Mathematics Achievement; Mathematics Education; *Problem Solving; *Thinking Skills
IDENTIFIERS- Illinois; Mathematics Education Research

This report describes a program for improving higher-order thinking skills in mathematics of (n=17) third-, (n=27) fifth-, and (n=27) sixth-grade students in a middle class community. Three interventions were chosen: (1) cooperative learning to develop student self-confidence and to improve student achievement, (2) the instruction of students in mathematical problem-solving strategies, and (3) curriculum revision with the addition of a supplementary program on mathematical problem solving. All strategic solutions were related to improving student cognition and advancing student achievement on higher-order thinking skills. All of the components that contributed to the original problem were reduced as projected: student acquisition of mathematical problem-solving strategies became evident, student confidence levels in mathematics increased, and student achievement on non-routine problems requiring higher order thinking skills improved. Appendices include: problem-solving pre- and post-test results, sample problems, student survey, teacher questionnaire, teacher observation checklist, sample test questions, attitude survey, student evaluation form, student reflection sheet, and sample activities. (Contains 55 references.) (Author/MKR)

ED 383 566 SE 056 510

Environmental Management Fact Sheets.
PUB DATE- Aug 94
NOTE- 84p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Energy Education; Environmental Education; *Federal Legislation; *Hazardous Materials; Nuclear Energy; *Pollution; Radiation; Solid Wastes; Technology; *Waste Disposal
IDENTIFIERS- *Department of Energy; Environmental Law; Environmental Management; Environmental Protection; *Fact Sheets

In recent years, the need for nuclear materials has decreased and the Department of Energy (DOE) has focused greater attention on cleaning up contamination left from past activities. The Office of Environmental Management (EM) within DOE is responsible for managing waste and cleaning up contamination at DOE sites across the nation. This collection of 40 EM Fact Sheets contains information on DOE and EM activities in technology development, facility transition and management, radiation in the environment, and related programs and activities. Three major sections contain fact sheets on laws and regulations, waste management, and environmental restoration. Regulations covered include the Resource Conservation and Recovery Act; the Comprehensive Environmental Response, Compensation, and Liability Act or "Superfund"; the National Environmental Policy Act; and additional statutes affecting DOE's Environmental Management Program. Other fact sheets contain definitions of waste management and environmental restoration and cover activities at DOE regional operations offices. Fact Sheets are a major component of EM's Public Participation Program, which attempts to educate stakeholders in DOE-related environmental issues. EM also sponsors educational programs, special topic workshops, and science units for schools. (LZ)

ED 383 588 SO 024 799

Martini, Mary
Marquesan Children's Group Organization Skills as Exhibited in Large-Group Play.
PUB DATE- 94
NOTE- 39p.; For related papers, see SO 024 800-803. Paper presented at the Meeting of the Culture and Learning Department, Kamehameha Schools/Bernice Pauahi Bishop Estate (Honolulu, HI).
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Child Behavior; *Childrens Games; Elementary Education; Foreign Countries; Games; *Group Behavior; *Group Dynamics; Group Membership; Groups; *Group Structure; *Informal Leadership; *Interaction; Interaction Process Analysis; Organizational Communication; *Play; Recreational Activities; Self Directed Groups; Social Behavior
IDENTIFIERS- *French Polynesia (Marquesas Islands)

This research summary reports on a 4-month long study of 30 children, ages 10-13, who live at the elementary boarding school on the island of 'Ua Pou, Marquesas Island, French Polynesia. Of the sample of 15 boys and 15 girls, 20 of the children are from a single small valley. Follow-up studies also were done of the families of these children. The study focuses on the concept of peer leaders who come into contact with large numbers of other children. Through observations and filming of the children, the study concludes that: (1) the children play large-group games almost every day after school; (2) the large group games emphasize group coordination and deemphasize the individual; (3) the individual does not stand alone; (4) there is an aversion to being controlled by others during play; (5) games rarely involve people or teams accumulating points, goals or prizes over others; (6) organization of games depends on the extreme cohesiveness of the valley groupings with a discernible hierarchy although it is not dictatorial; (7) group shaming is the usual form of punishment for failure to perform up to group expectations; and (8) there is a definite "in-group, out-group" feeling developed among students. These research findings are contrary to Levy's 1973 generalization concerning superficiality and distancing in Tahitian relationships. (EH)

ED 383 610 SO 024 932

China: Tradition and Transformation Curriculum Projects. 1994 Fulbright-Hays Summer Seminars Abroad Program.

PUB DATE- 94
NOTE- 776p.; For the 1993 curriculum projects, see ED 372 016.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Asian Studies; *Chinese Culture; Cultural Awareness; Culture; Curriculum; Elementary Secondary Education; Foreign Countries; *Global Education; *Non Western Civilization; Social Studies; Teaching Guides
IDENTIFIERS- *China; Fulbright Hays Seminars Abroad Program

These lessons were developed by teacher participants in the 1994 Fulbright-Hays Summer Seminars Abroad program in China. The 15 lessons include: (1) "Global Studies 1" (Robert H. Berry); (2) "Dao Beijing" (Thomas G. Buckingham, Jr.); (3) "Letters to the Past: An Integrated Curriculum on China, Hong Kong, and Macau" (Glenn D. Diedrich); (4) "China: The Master Culture" (Patricia A. Flores); (5) "Mapping the Five Themes of Geography throughout China" (Sharon H. Goralewski); (6) "China Projects and Activities" (Patricia Hardy); (7) "China for Children: A Curriculum Project" (Nila R. Hurley); (8) "China: Yesterday, Today, and Tomorrow" (J. David Kilpatrick); (9) "Lesson Plan for Archeology Exercise" (Nancy LeMasurier); (10) "Teaching Chinese Mythology and Chinese Classical Poems" (Ann Lew); (11) "The Three Teachings of China: An Introduction to Buddhism, Taosim, and Confucianism" (Katherine A. Kunz); (12) "Literacy in China: Utilizing Primary Source Material in the Elementary School Library Media Center" (Marguerite Mackay); (13) "Moral Education in China" (Susan Rudin); (14) "China: Then and There--Here and Now" (George F. Sabato); and (15) "The Chinese Woman: Past and Present" (Jean Wollam). (EH)

ED 383 288 IR 017 143

Cennamo, Katherine S.; And Others
A "Layers of Negotiation" Model for Designing Constructivist Learning Materials.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 95
NOTE- 12p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Constructivism (Learning); Elementary Education; Elementary School Students; Elementary School Teachers; Group Discussion; Group Dynamics; *Instructional Design; *Instructional Materials; *Interactive Video; *Science Instruction; Videodisks
IDENTIFIERS- Case Method (Teaching Technique); Knowledge Development

In designing materials for use in a contructivist learning environment, instructional designers still have a role in selecting the situations that may provide a stimulus for knowledge construction and providing features that support students and teachers in using these materials. This paper describes the process of designing a series of case-based interactive videodiscs to be used within a constructivist learning environment. The cases present two elementary teachers and their students as they progress through science lessons based on the conceptual change model of science teaching. Dual audio tracks allow the viewers to hear either the classroom events or the teacher's reflections on the classroom events. Assumptions about teaching and learning that guided the design, and implications of these beliefs for the instructional materials are discussed; generalizations are derived about the differences between the process described and procedures recommended by traditional instructional design models. (Contains 18 references.) (AEF)

ED 383 416 PS 023 088

Quality Standards for Early Childhood Care and Education
  Services: A Planning Document.
PUB DATE- Nov 94
NOTE- 281p.; For an earlier working document, see ED 367 452.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Child Health; Curriculum; *Day Care; *Early Childhood Education; *Educational Assessment; Educational Environment; *Educational Quality; Evaluation Criteria; Family School Relationship; Nutrition; Program Evaluation; School Administration; Self Evaluation (Groups); *State Standards; Teacher Qualifications; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Child Safety; Colorado

This document is intended to be a self-evaluation tool to assist Colorado early childhood programs in working toward quality services. Eleven sections provide rating criteria on: (1) interaction among staff and children; (2) curriculum; (3) family-staff partnership; (4) staff qualifications and development; (5) administration; (6) staffing patterns; (7) the role and function of the teaching team; (8) physical environment; (9) health and safety; (10) nutrition and food service; and (11) program evaluation. Each criterion is rated on a three-point quality scale (needs improvement, satisfactory, strength), a three-point status scale (current goal, emerging, in place), and a two-point needs scale (technical assistance or resources). An appendix provides information on Colorado's comprehensive training plan for early childhood care and education, professional standards development, a list of resource groups and publication, and a list of relevant definitions. (MDM)

ED 383 509 RC 020 131

White, Phillip M.
American Indian Studies: A Bibliographic Guide.
PUB DATE- 95
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Bibliographies (131)

DESCRIPTORS- *Alaska Natives; American Indian Culture; American Indian Education; American Indian History; *American Indians; *American Indian Studies; Annotated Bibliographies; *Canada Natives; Databases; Elementary Secondary Education; Government Publications; Hawaiians; Higher Education; Latin Americans; Primary Sources; Reference Materials; *Research Tools; *Tribes
IDENTIFIERS- *Native Americans

This book lists sources of information available on Native Americans in the United States, Canada, and Alaska. Some sources also include information on native Hawaiians, Indians of Mexico, and Indians of Central and South America. The purpose of the guide is to provide researchers with direction and organization for selecting and using the best library sources for the study of American Indians. The order of sources presented in the guide represents a logical approach to research, and within each section, materials are arranged in order of importance. Chapters cover: (1) books; (2) guides to the literature; (3) directories; (4) encyclopedic sources; (5) bibliographies; (6) periodical indexes, abstracts, and databases; (7) newspaper indexes, abstracts, and databases; (8) American Indian periodicals, newspapers, and newsletters; (9) biographical sources; (10) dissertations and theses; (11) government publications and archival material; and (12) microform collections. Most materials were published in the United States between 1970 and 1993, and subject content ranges from ancient times to contemporary life and culture. The 385 entries include author, title, publisher, publication date, number of pages, price, Library of Congress number, ISBN or ISSN number, and annotation. A listing of Library of Congress Subject Headings, an author/title index, and a subject index are included. (LP)

ED 383 545 SE 056 241

Are Our High School Graduates Prepared in Mathematics and Science?

PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Preparation; *College Students; Higher Education; High Schools; *High School Students; Majors (Students); *Mathematics Instruction; *Science Curriculum; *Science Instruction; Tables (Data)
IDENTIFIERS- American College Testing Program

Studies conducted by American College Testing (ACT) researchers have consistently shown that preparation and subsequent achievement are tied directly to a solid high school program consisting of 4 years of English and at least 3 years of coursework in mathematics beyond general mathematics, high school science, and social studies. This document contains a condensed summary of results for the ACT-tested public school graduating class of 1994. Among the findings were these: (1) Students who plan to major in a science-related field and who complete at least 3 years of science and mathematics coursework score significantly higher on the ACT Mathematics and Science Reasoning tests than those who do not; (2) Only 8% of the females tested plan to major in science, whereas 22% of the males plan to; (3) As a percentage of students aspiring to major in science, within each racial/ethnic group by gender, African-American males and females are second only to Asian-American males and females. The document contains 11 tables detailing the data for this summary. (MKR)

ED 383 628 SO 024 989

Benhart, John E.; Margin, Alex
Wetlands: Science, Politics, and Geographical Relationships. Pathways in Geography Series, Title No. 9.
PUB DATE- 94
NOTE- 117p.; For related documents in the series, see SO 024 988-991.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Conservation Education; *Ecology; Elementary Secondary Education; *Environmental Education; Geographic Concepts; Geographic Regions; *Geography; Geography Instruction; Global Education; Higher Education; Land Use; Physical Divisions (Geographic); *Physical Geography; Water; Water Resources; *Wetlands

This teacher's guide focuses on the value and functions of wetlands by integrating science and the politics of wetlands into a geographic framework. Wetlands are highly dynamic, diverse, and prolific ecosystems. The volume advocates a need for mutual understanding and harmony of effort in order to deal with the complex issues of the wetlands. The chapters include the following: (1) "Introduction" expressing a need for mutual understanding and harmony of effort; (2) "Definitions and Geographic Relationships of Wetlands"; (3) "Wetland Systems: Functions, Values, and Delineation"; (4) "Learning Activities K-6, 7-9, 8-10, and Senior High-College." Appendices include: (1) "Glossary"; (2) "Common Wetland Indicator Vegetation"; (3) "How to Use Munsell Soil Indicator Charts"; (4) "Technical Criteria: Hydrophytic Vegetation, Hydric Soils, and Hydrology"; and (5) "Data Form for Delineating Wetlands." Extensive maps, charts, and figures accompany the text. Contains a selected resource list and 30 references. (EH)

ED 383 683   SP 036 023

Darling-Hammond, Linda, Ed.; Cobb, Velma L., Ed.
Teacher Preparation and Professional Development in APEC Members: A Comparative Study.
PUB DATE- May 95
NOTE- 248p.; Published for the APEC Education Forum, Human Resources Development Working Group by the U.S. Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Beginning Teacher Induction; Comparative Education; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; Preschool Education; *Preservice Teacher Education; Student Teaching; Teacher Certification; Teacher Characteristics; Teacher Distribution; *Teacher Education Programs; Teacher Employment; Teacher Salaries; Teacher Shortage; Teacher Supply and Demand; *Teaching (Occupation)
IDENTIFIERS- Asia Pacific Economic Cooperation; Australia; Brunei; Canada; China; Hong Kong; Japan; Korea; Malaysia; New Zealand; Singapore; Taiwan (Taipei); United States

This document is the final report of Phase I of a comparative study of teacher-training practices among 12 nation members of Asia-Pacific Economic Cooperation. The purposes of the study were to: (1) provide concrete, comparable descriptions of teacher-preparation systems useful to educators, researchers, and policymakers in all APEC member countries; (2) identify the key issues and challenges facing members with respect to teacher preparation and professional development; and (3) identify practices conducive to preparing teachers whose vision and methods of teaching enable students to meet the challenges of the 21st century. The reports prepared by the APEC members, following a common framework, describe each member s teaching force and labor-market conditions, teacher-preparation programs, licensing provisions, induction practices or internships, and ongoing professional development for teachers. An introductory section, "Highlights of the Study," summarizes the similarities and differences among the 12 nations. Chapter 1 is "Teacher Preparation and Professional Development in APEC Members: An Overview of Policy and Practice" (submitted by Office of the Under Secretary, U. S. Department of Education; prepared by V. L. Cobb, L. Darling-Hammond, and K. Murangi). Chapters 2 through 13 are the individual reports on teacher training and professional development from the participating countries: Australia, Brunei Darussalam, Canada, China, Hong Kong, Japan, Korea, Malaysia, New Zealand, Singapore, Chinese Taipei, and the United States. (ND)

ED 383 327 IR 017 182

Miller, Greg; Doerfert, David L.
Experiences with an Off-Campus Agriculture Degree Program: The Graduate Perspective.

PUB DATE- 95
NOTE- 11p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Agricultural Education; *Distance Education; Educational Television; *External Degree Programs; Higher Education; Problems; *Student Attitudes; Videotape Recordings

The purpose of this study was to describe experiences of graduates of an off-campus agriculture degree program. Additionally, selected teaching variables and attitudes related to agricultural courses delivered by videotape are described. Objectives were as follows: (1) describe selected variables related by graduates of an off-campus professional agricultural degree program; (2) describe the perceptions held by graduates of the program related to obstacles encountered in off-campus study; (3) describe graduates' perceptions regarding the importance of and the extent to which effective videotape instructional practices were utilized by instructors; (4) describe attitudes of graduates towards the use of videotape as a tool for delivering agricultural courses; and (5) describe relationships between graduates' attitudes toward videotaped instruction and selected variables. The questionnaire included four Likert-type scales in addition to selected demographic questions and questions related to graduates' experiences with the off-campus program. Results show that most graduates took 5 years or more to complete their degree, and considered the limited number of courses to be the most significant obstacle to off-campus study. Most graduates traveled to class 20 or fewer times for reasons related to the off-campus program. A majority of students perceived that limited course offerings, difficulty in balancing responsibilities, and program costs were slightly significant to significant barriers. Graduates perceived the 15 videotaped instructional practices to be important for their learning, but the extent to which the practices occurred was lower than the perceived importance for each of the practices. A majority of graduates held positive to strongly positive attitudes toward videotaped instruction. Tables of results are provided for factors that motivated students to enroll in the off-campus program; time taken by students to complete the program; number of times respondents traveled to campus for reasons related to the program; overall mean scores for the perceived significance of 13 obstacles to off-campus study; videotape instructional practices on the importance and occurrence scale; and overall attitude toward videotaped instruction. (Contains 19 references.) (Author/MAS)

ED 383 379   JC 950 303

Prince George's Community College Annual Cost Containment Report, Submitted to the Maryland Higher Education Commission and the Maryland General Assembly in Compliance with Section 8 of Chapter 465 of the Acts of 1991.

PUB DATE- 1 Jul 95
NOTE- 16p.; For the 1995 Comprehensive Financial Plan, see JC 950 302.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; Budgets; College Planning; Community Colleges; *Cost Effectiveness; Educational Economics; *Educational Finance; *Expenditure per Student; Financial Exigency; Financial Support; *Instructional Student Costs; Noninstructional Student Costs; *Retrenchment; School Funds; *State Aid; Tax Allocation; Two Year Colleges
IDENTIFIERS- *Prince Georges Community College MD

Each year, the Board of Trustees of Prince George's Community College (PGCC) in Largo, Maryland, must submit a report evaluating the effectiveness of PGCC's financial plan to the state's Higher Education Committee and General Assembly. This document provides the report for fiscal year (FY) 1994 divided into four sections. The first section reviews the cost containment measures taken in FY 1992, 1993, and 1994 to maintain low tuition in spite of cuts in state funding in both direct aid and contribution programs. These measures included employee furloughs and reduction of the administrative staff by 17% prior to FY 1994, and renegotiated health insurance costs and continuing a freeze on cost-of-living increases in FY 1994. The second section analyzes the total cost per full-time equivalent (FTE) student by instructional discipline, indicating that per-student costs ranged from a low of $3,201 per FTE in Paralegal Studies to a high of $7,047 in Education, resulting in an average cost of $4,299 per FTE student. The third section provides an evaluation of enrollment, student outcomes, and cost analysis of the disciplines reporting the highest costs in FY 1993: computer service technology, drafting, horticulture, nuclear medicine, office technology, and respiratory therapy. The final section reviews Prince George's County contributions to community colleges for FY 1987 through FY 1994, indicating that for FY 1994 the County provided 27% of the college's budget, and compares community college funding levels for peer counties in Maryland. Data tables are included. (MAB)

ED 383 473 PS 023 377

Powney, Janet; And Others
We Are Getting Them Ready for Life: Provision for Pre-Fives in Scotland. SCRE Research Report Series.
PUB DATE- Mar 95
NOTE- 246p.; Report No. 61.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Day Care; *Educational Demand; Educational Economics; Educational Opportunities; *Educational Quality; *Educational Supply; Foreign Countries; Parent Attitudes; Preschool Children; *Preschool Education; *Preschool Evaluation; Program Effectiveness; Social Services
IDENTIFIERS- Quality Indicators; Scotland; Scottish Council for Research in Education; Special Needs Children

This report presents the findings of a major study of preschool provision in Scotland. Part 1 of the report sets the context for the project, clarifying its aims, providing information on relevant issues, and discussing the research questions addressed. Part 2 presents the findings arising from the various methods used to collect evidence. Finally, part 3 focuses on issues related to the quality of provision that emerged from the findings and locates these issues in the context of the specific research areas for investigation set out in the first part of the report. The research, which concentrated on children ages two to four years, looked at four main areas relating to experiences with and outcomes of preschool provision: (1) costs and benefits; (2) the extent to which developmentally appropriate aims are compatible with education demands of formal schooling; (3) provision made in different centers for special needs children; and (4) perceptions of parents and providers of the quality in preschool provision. Evaluation results indicated that most children attending any kind of center-based care were likely to have access to suitable facilities and a wide range of resources and equipment for promoting their social, emotional, physical, and intellectual development. The findings also suggested that although there seem to be many different forms of care and education available, many parents may have limited choice. In particular, many working parents who are looking for full-time care face problems finding care provision that meets their needs. (Contains over 100 references.) (AA)

ED 383 648   SP 035 976

Gordon, June A.
If Not You, Then Who? Are Teachers of Color Recommending Teaching
  as a Profession?
PUB DATE- Aug 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Guidance; Elementary Secondary Education; Job Satisfaction; *Minority Group Teachers; School Districts; *Teacher Attitudes; Teacher Characteristics; *Teacher Influence; Teacher Student Relationship; *Teaching (Occupation); Urban Education
IDENTIFIERS- Cincinnati Public Schools OH; Long Beach Unified School District CA; People of Color; Seattle Public Schools WA

This study examined whether minority group teachers working in urban settings were recommending teaching as a career to minority group young people. One hundred forty teachers in three urban school districts (Cincinnati, Ohio; Long Beach, California; and Seattle, Washington) were asked if and to whom they recommended teaching careers. They were also asked to reflect on why they chose to go into teaching and the characteristics required of a teacher. Findings included the following: (1) students of color are being discouraged from entering the profession, and that is a major impediment to minority students selecting teaching as a career; (2) affective attributes rather than cognitive attributes were seen as desirable in a teacher, such as enjoyment of children, patience, commitment, strength, and flexibility; (3) discouragement from teaching was based on views of career options that in many ways could not be substantiated in reality (the education required for teachers exceeds that of other professions such as doctors, lawyers, or engineers; education for a teaching degree is more than what is necessary for classroom teaching; and the average college graduate earns more than a teacher); and (4) most participants cited the encouragement of a significant person in their own life that led them into teaching. (JB)

Wolverton, Mimi
Miami-Dade Community College's Teaching/Learning Project.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Faculty; College Instruction; *Community Colleges; Educational Quality; *Faculty Development; *Faculty Promotion; *Inservice Teacher Education; Mentors; Program Descriptions; Teacher Centers; *Teacher Effectiveness; Teacher Role; Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

Miami-Dade Community College's Teaching/Learning Project ties a comprehensive professional development program to a faculty-designed advancement system in an attempt to impact the classroom effectiveness of teachers and the quality of student learning. The program includes graduate courses offered in collaboration with faculty at the University of Miami, new faculty orientation and mentoring, and fully staffed resource centers on each campus. Courses in the project include two graduate-level courses, one on classroom assessment and the other on teaching and learning strategies, offered twice a year at three campuses. New faculty are required to take at least one course; others participate voluntarily. The effect of the courses has been substantial in shifting faculty attention to their own teaching styles. All new employees also go through formal orientation over 1 year including a 3-day preservice orientation and monthly or bimonthly workshops. This component was designed to integrate new members into a demanding bureaucratic system but has also been found to benefit the mentors themselves. The Teaching/Learning Centers on various campuses offer a variety of services. The faculty-designed advancement system compensates faculty who emphasize teaching and learning. The Project has had a significant positive impact on the institution as a whole. (Contains 13 references.) (JB)

ED 383 249   HE 028 361

Disbro, William
100 Things Every College Freshman Ought To Know.
PUB DATE- 95
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Academic Aspiration; *College Freshmen; Colleges; Daily Living Skills; Higher Education; Interpersonal Competence; *School Orientation; Self Concept; Social Life; *Student Adjustment; Student Behavior; Student Responsibility; Student Rights; Study Skills

This small book is designed to be an easy-to-read, practical introduction for college freshmen to the college setting. Written by a college art instructor and designed to answer many of the questions that official college publications may not answer clearly, it presents information in short, direct, one or two paragraph items. The items are grouped under several broad sections on the following topics: (1) behaviors to be encouraged and avoided; (2) personal suggestions to help make the transition to college life; (3) knowledge of self (items to help define the individual); (4) abilities necessary for college success; (5) readings to develop background and understandings for successful students; (6) definitions and customs in college life; (7) student rights and responsibilities; and (8) a college time line. Appendixes include typical types of campus services and spaces to fill in the location and availability of those services at an individual's own institution, a list of interesting educational statistics, and an index. (Contains 11 references.) (JB)

ED 383 269 HE 028 382

Nidiffer, Jana

From Matron to Maven: A New Role and New Professional Identity for Deans of Women, 1892 to 1918.

PUB DATE- 21 Apr 95
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Role; *Deans of Students; Educational Attitudes; *Educational History; Equal Education; Higher Education; Sex Bias; Sex Differences; Sex Discrimination; State Universities; Student Personnel Services; *Universities; *Women Administrators; *Womens Education

This paper examines the role of "deans of women" at coeducational universities in the United States at the turn of the century, focusing on the careers of Marion Talbot (University of Chicago, 1892-1925), Mary Bidwell Breed (Indiana University, 1901-1906), Ada Comstock (University of Minnesota, 1906-1912), and Lois Kimball Mathews (University of Wisconsin, 1911-1918). It discusses the actions that each woman took to make coeducation a success at her institution. The paper reviews the role of Talbot in organizing the first conference for deans of women in Chicago in 1903, as well as Breed's role as president of the Conference of Deans and Advisors of Women in State Universities, founded by the group in 1905. It then examines the role of Comstock in the creation of the Student Self-Government Association at Minnesota in 1906 to help run the school's female dormitory, as well as Mathews's role at Wisconsin and the influence of her book, "The Dean of Women," the first book on the profession that eventually became known as student affairs. (Contains 36 references.) (MDM)

ED 383 308 IR 017 163

Betrus, Anthony K.
Individualized Instruction: A History of the Critiques.
PUB DATE- 95
NOTE- 9p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Criticism; Educational Benefits; Educational Theories; *Individual Instruction; Instructional Development; Instructional Innovation; Instructional Materials; Teaching Methods
IDENTIFIERS- *Historical Explanation

Increases in class size, time constraints, and class material have pressured educators to develop better ways to present instructional material; this pressure has led to numerous teaching innovations, including many in the area of individualized instruction. This paper focuses on a history of critiques of individualized instruction in the 20th century, especially from 1960 to the present. The three examples of individualized instruction covered include: audio-tutorial, personalized system of instruction, and computer assisted instruction. The discussion of each type of individualized instruction includes a description of the theory and methods, a summary of the benefits as indicated by the designers, an account by the critics, and a response by the supporters; a final section addressing critiques is included. (Contains 19 references.) (AEF)

ED 383 344 IR 017 199

Tsai, Benhong Rosaline
Design Considerations for Embedding Summary Writing Activities in CBI: Analysis of the Research.
PUB DATE- 95
NOTE- 12p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Instructional Design; Learning Strategies; *Student Characteristics; *Writing Exercises; Writing Skills
IDENTIFIERS- *Summarization

Summary writing is considered to be one of the power generative learning strategies. However, there is insufficient research to guide the design of summary writing activities in computer-based instruction (CBI). Examination of summary research suggests that variables such as learner characteristics, task condition, and presentation features influence the effectiveness of summary writing in promoting meaningful learning. This paper attempts to identify research issues as well as design guidelines for embedding summary writing activities in CBI in these three areas. Learner variables to consider in designing summary writing activities in CBI include prior knowledge, and age and metacognition. Task conditions include: availability of the lesson content while summarizing; frequency of summarizing; type of summary required; and presentation feature manipulations. Nine instructional design recommendations are made, focusing primarily on designing the summary writing activities to accommodate learner characteristics to reduce unnecessary demands on the learner while using summarization as a learning tool. It is proposed that further study examines the impact of highlighting information on the effectiveness of summary writing activities. Research in this area can provide insights into the mental processes of summarizing as well as useful guidelines for instructional designers in designing effective activities. (Contains 31 references.) (MAS)

ED 383 398 JC 950 325

Stanley, Phil
California Community College Staff Development Coordinators and Program Survey, 1994.
PUB DATE- Jan 95
NOTE- 22p.; For the 1993 study, see ED 370 638.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Administrator Responsibility; *Administrator Role; Advisory Committees; Community Colleges; Educational Trends; *Faculty Development; Longitudinal Studies; *Staff Development; State Norms; State Surveys; Two Year Colleges
IDENTIFIERS- California Community Colleges

Since 1990, the California Community College (CCC) Council for Staff Development has conducted an annual survey of CCC staff development coordinators (SDC's) to gather and disseminate data on coordinators' characteristics and responsibilities. The 1994 survey received responses from 67% of the CCC's, the highest to date. An analysis of responses, with comparisons to previous years' findings, revealed the following: (1) while there has been an increase in SDC's who have been in their position 5 years or more, 57% of the 1994 respondents indicated that the SDC was in their first or second year; (2) 41.2% reported that their assignment was indefinite, 22% that is was for 1 year, and 18% for 2 years; (3) 24% of the 1994 respondents indicated that the SDC was selected by application, compared to 35% in 1993, while 34% were assigned in 1994, compared to only 7% in 1993; (4) although nearly 70% of the SDC's were reported as being faculty members over the past 5 years, only 47% were faculty in 1994; (5) while 23% of 1994 respondents reported no clerical support, 28% reported 31 to 40 hours of support per week, up from 16% in 1993; (6) 60% were responsible for writing the Human Development Resource Plan, 80% scheduled and set agendas for the Staff Development Advisory Committee (SDAC), and 68% served as committee chair; (7) with respect to the SDAC, size ranged from 5-24 and 51% indicated that dollar amounts were assigned by committee and not by employee category; and (8) 56% indicated that more needed to be done in the CCC's regarding staff development and shared governance. (KP)

ED 383 437 PS 023 276

Kagan, Sharon L., Ed.; Weissbourd, Bernice, Ed.
Putting Families First: America's Family Support Movement and the Challenge of Change. First Edition. Jossey-Bass Social and Behavioral Science Series. Jossey-Bass Educational Series.
PUB DATE- 94
NOTE- 558p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Child Health; Church Role; *Community Involvement; Cultural Differences; *Family (Sociological Unit); *Family Programs; Family School Relationship; Financial Support; Government Role; Older Adults; Program Evaluation; School Role; Social Services; Work Environment
IDENTIFIERS- Family Policy; *Family Resource and Support Programs; *Family Support

Noting that the strength of society is inextricably linked to the strength of its families, this book examines the evolution of current principles and practices in family support, and discusses future directions in quality services, training, and evaluation. The 20 chapters in this book are: (1) "America's Children and Families: An International Perspective" (Urie Bronfenbrenner and Peter Neville); (2) "The Evolution of the Family Resource Movement" (Bernice Weissbourd); (3) "Home and School: The Unresolved Relationship" (Barbara Bowman); (4) "Strategies for a Family-Supportive Child Health Care System" (Barry Zuckerman and T. Berry Brazelton); (5) "Transforming Social Services: Family-Supportive Strategies" (Ruth Massinga); (6) "Families and Work: The Importance of the Quality of the Work Environment" (Ellen Galinsky); (7) "Family Support Programs in Black Churches: A New Look at Old Functions" (Cleopatra Caldwell and others); (8) "Family Support and Criminal Justice" (Ann Adalist-Estrin); (9) "Supporting the Family Support Worker" (Frances Stott and Judith Musick); (10) "Family Support and Care of the Elderly: Program and Policy Changes" (Benjamin Gottlieb and Monique Gignac); (11) "Addressing the Challenges of Diversity" (Eugene Garcia); (12) "Funding Family Support Programs" (Judy Carter); (13) "Family Support and Community Development" (James Garbarino and Kathleen Kostelny); (14) "Local Initiatives in Support of Families" (Norman Rice); (15) "State Government and Family Support: From Marginal to Mainstream" (Charles Bruner); (16) "Family Support on the Federal Policy Agenda" (Frank Farrow); (17) "Defining and Achieving Quality in Family Support" (Sharon Kagan); (18) "Education for Professionals in Family Support" (Dolores Norton); (19) "Evaluating Family Support Programs: Are We Making Progress?" (Douglas Powell); and (20) "Toward a New Normative System of Family Support" (Sharon Kagan and Bernice Weissbourd). All but one of the chapters include references. (TJQ)

ED 383 455 PS 023 351

Patrick, Helen; And Others

Personality Characteristics, Social Competence, and Early School Adjustment: A Contextual and Developmental Perspective.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Mar 95
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (61st, Indianapolis, IN, March 30-April 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Context Effect; *Elementary School Students; Grade 1; *Interpersonal Competence; Kindergarten; *Personality Traits; Predictor Variables; Primary Education; *Sex Differences; *Social Adjustment; Student Adjustment

Children's adjustment and achievement in first grade is crucial to subsequent long-term school success. This study investigated characteristics related to kindergarten and first-grade children's social competence and school adjustment: (1) associations between personality characteristics and social competence; (2) the contribution of social and academic competence to school achievement; (3) similarities between competence in school and non-school contexts; and (4) differences in the previous relationships between kindergarten and first grade. Results indicate that social competence at school contributes importantly to school adjustment, independent of academic competence and intelligence, particularly in kindergarten; and that social competence differs between school and non-school contexts. Agentic (traditionally male sex-typed) and, to a lesser degree, nurturing (traditionally female sex-typed) characteristics predicted social competence in both family and school contexts, while nervousness and creativity were negative predictors.

ED 383 492   RC 019 754

Fox, Karen; Reed, Mark
Learning about Ethical Outdoor Leadership.
PUB DATE- Jan 94
NOTE- 15p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (2nd, Bradford Woods, IN, January 14-16, 1994); see RC 019 747.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Courses; *Ethics; Foreign Countries; *Group Dynamics; Higher Education; Leadership Qualities; *Leadership Training; Self Actualization; *Self Concept; Self Evaluation (Individuals); *Student Attitudes; *Student Development
IDENTIFIERS- Manitoba; *Outdoor Leadership

This paper examines the changing attitudes and personal development of 20 college students participating in an advanced class on ethical outdoor leadership. Students took part in short outdoor activities and tasks for which they selected their own leaders, determined strategies, and evaluated their task and group process performances. Course assignments included a journal and a final creative project symbolizing the student's understanding of ethical outdoor leadership. A phenomenological approach was used to analyze student journals and final projects. Analysis revealed three themes: changing concepts of ethical outdoor leadership over time; a personal journey of self related to ethical outdoor leadership; and connections among concepts of ethical leadership, the outdoors, and the practices of outdoor leadership. Students' ability to conceive of themselves as leaders was a key issue in the development and application of ethical outdoor leadership skills. Journal entries point toward self-reflective processes and personal psychological application of concepts and models as central to that conceptual shift. Women in the class had to overcome sex role assumptions about leaders in order to achieve the change in self-concept that allowed identification as an ethical outdoor leader. Students saw the role of leadership primarily in terms of hands-on activities and task completion, suggesting that there is much work to be done to connect the concepts of ethical leadership with the practices of outdoor leadership. (SV)

ED 383 527 SE 054 696

Beaman, Carol J.
Solving the Homework Problem in Algebra through the Use of Grade Control Charting.
PUB DATE- Apr 94
NOTE- 88p.; Action Research Final Report, Saint Xavier University-IRI.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Control Groups; High Schools; *High School Students; *Homework; *Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Student Journals; Visual Aids
IDENTIFIERS- Mathematics Education Research

This report describes a program for improving homework on-time completion with high school Fundamental Algebra students in an urban gifted and arts magnet high school. The Grade Control Chart was selected as a strategy for presenting students with a visual reminder of the value of timely completion of homework. The skills needed to produce this chart are in keeping with the National Council of Teachers of Mathematics (NCTM) Standards that call for the incorporation of statistical representations, self-analysis, goal setting, problem solving, and journal writing throughout the mathematics curriculum. The experiment produced negative effect sizes, indicating no practical significance to the intervention, but some slowing of the decline in homework was noted toward the end of the experiment period. Student response to the intervention was mixed, though generally positive. Appendices include: a homework record/seating chart, baseline data on rate of homework completion, teacher homework survey form, student and parent homework survey forms, and the Grade Control Chart. (Contains 76 references.) (Author/MKR)

ED 383 567 SE 056 517

Adey, Philip S.

The Effects of a Staff Development Program: The Relationship between the Level of Use of Innovative Science Curriculum Activities and Student Achievement.

PUB DATE- 95

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Elementary Education; Evaluation Methods; *Faculty Development; Foreign Countries; *Formal Operations; *Inservice Teacher Education; Intermediate Grades; Intervention; Program Evaluation; *Research Design; Science Education; Thinking Skills

IDENTIFIERS- England; Levels of Use of the Innovation; Process Product Research

This paper describes one aspect of a multi-factor investigation of the parameters which mediate in the effectiveness of an inservice staff development program. The paper also represents an attempt to recognize and to meet the problems associated with the evaluation of inservice programs for teachers in terms of student outcomes. The inservice course consisted of a two year program used to introduce methods of Cognitive Acceleration through Science Education (CASE) in 13 schools, between September 1991 and July 1993. CASE is a two year intervention program used in grades 6 and 7 whose objective is the promotion of formal operational thinking. Measures made in the study include assessments of the level of use of CASE by the teachers, and measures of cognitive gains by the students. A strong relationship was demonstrated between the level of use of the CASE intervention methods, as reported by teachers, and the cognitive gains made by their pupils. It is claimed that this finding represents both a substantial confirmation of the effectiveness of the CASE inservice program, and a demonstration of how a staff development program may successfully be evaluated using a process-product design. Contains 18 references. (LZ)

ED 383 611   SO 024 938

Khan, Nasiruddin, Ed.; And Others
Come Visit Our Country: India. Teaching Material Prepared within the Framework of the UNESCO Associated Schools Project.
PUB DATE- 92
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - General (130)
DESCRIPTORS- Area Studies; *Cross Cultural Studies; Cultural Awareness; Cultural Education; Culture; Elementary Secondary Education; Foreign Countries; *Global Approach; *Global Education; Intercultural Programs; *International Education; *Multicultural Education; Social Studies; *World Geography
IDENTIFIERS- *India

This teaching booklet on India is one in a series of four, developed within the framework of the Associated Schools Project of UNESCO with a view to promoting education for international understanding. The purpose is to enable students to learn more about the lifestyles of their peers in India--their school and family life, aspects of their cultural past, their preferences with regard to food, dress, literature, music, as well as their future aspirations. Divided into six chapters, chapter 1 presents "India: A Geographical Profile." Chapter 2, "Come Visit Our Country," contains a brief itinerary. Chapter 3, "Our Cultural Past," focuses on the ethnic composition of India's population and changes in political and economic life. Chapter 4 presents "Our Culture Today." In chapter 5, "Who Are We?" family, school, and community life are described. Chapter 6 examines "World Concerns" and considers the future of India. (EH)

ED 383 629 SO 024 990

Ulack, Richard, Ed.; And Others
Lexington and Kentucky's Inner Bluegrass Region. Pathways in Geography Series, Site Guide Title No. 10.
PUB DATE- 94
NOTE- 83p.; For related documents in this series, see SO 024 988-991. Publication prepared for the Annual Meeting of the National Council for Geographic Education (78th, Lexington, KY, November 2-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Area Studies; Cultural Traits; *Geographic Concepts; *Geographic Regions; *Geography; Geography Instruction; Higher Education; *Human Geography; Physical Geography; Regional Characteristics; Secondary Education
IDENTIFIERS- *Kentucky (Bluegrass Region); *Kentucky (Lexington)

This meeting site guide for Lexington, Kentucky and the Bluegras region around Lexington illustrates why the state of Kentucky and this region are excellent examples of how geography plays out on the land, how regions emerge, and how human events and processes, in the context of the physical environment, lead to differentiation and distinction, and long-term boundary maintenance. This guide also shows how and why the Inner Bluegrass' central location and excellent situation, in both Kentucky and the eastern United States, have recently become key reasons for businesses and services to locate in the region. The introduction (Richard Ulack) focuses on: (1) "Early Settlement of the Inner Bluegrass"; (2) "From the 1790s to Today"; and (3) "Inner Bluegrass Attractions." Chapter 1 titled "Creating the Bluegrass Environment" (John F. Watkins and Gary O'Dell) describes Kentucky's physical regions. Chapter 2, "Creating Places and Regions," includes the following: (1) "The Countryside" (Karl B. Raitz); (2) "The Region's Towns and Cities" (Richard Ulack); (3) "The Population of the Inner Bluegrass" (Richard Ulack); (4) "Bluegrass Culture" (Karl B. Raitz); and (5) "Lexington" (Richard Schein). Chapter 3, "Interactions and Connections," has the following: (1) "Lexington as Center for Transportation, Communications, and Information" (Stanley D. Brunn); (2) "Modern Lexington as Regional Center" (Richard Schein); (3) "Horse Breeding and Racing" (Karl B. Raitz); and (4) "Automobiles and the Japanese Connection: Toyota in Kentucky" (Susan Roberts). Chapter 4, "Learning Activities" (Nijel Clayton; Kate Greer Fischer), contains the following: (1) "Kentucky's Physical Landscapes"; (2) "Tobacco: King or Curse?" (3) "Studying Land Use through City Directories"; (4) "Black Settlement Patterns in the Bluegrass"; (5) "The Horse Industry in Kentucky"; and (6) "On the Road Again...." Maps, tables, and figures accompany the text." Contains 22 references. (EH)

ED 383 289 IR 017 144

Cennamo, Katherine S.; And Others
Information Processing Strategies Used in Learning from Video.
PUB DATE- 95
NOTE- 13p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Case Studies; *Cognitive Processes; Graduate Students; Higher Education; Information Processing; *Instructional Design; *Instructional Materials; *Prior Learning; Universities; *Videotape Recordings
IDENTIFIERS- *Teach Back Protocols; *Think Aloud Program

The technology, symbol systems, and processing capabilities of a medium interact to provide unique opportunities for information access. This exploratory study examines the way that learners process videotaped materials on a familiar or unfamiliar topic as informed by text-based research. A variation of the think-aloud method of assessing cognitive processes was used to gain insight into the role of prior knowledge in learners' thoughts while viewing a videotape on the topic of instructional design. The nine participants in this study were enrolled in a graduate class in video production at a large midwestern university; participants were classified as either experienced in instructional design or unfamiliar with the topic based on prior exposure. The data from the think-aloud protocols suggest that all participants were attempting to relate the new information presented via videotape to topics with which they were familiar; in addition, all of those unfamiliar with the topic and half of those with experience in instructional design were frequently evaluating the production of the videotape while viewing the program. Analysis of the teach-back protocols provided additional information on the cognitive processing of the videotaped information. Participants with experience in instructional design included a greater percentage of inferences which linked the content of the videotape with other related ideas; participants unfamiliar with the topic included a greater percentage of comments that elaborated on the content of the tape. The results of this investigation provide evidence that the think-aloud and teach-back methods can be used successfully to gain insight into the cognitive processing of videotaped materials. (Contains 8 references.) (AEF)

ED 383 362 JC 950 284

Kangas, Jon; Ma, Tony

Persistence of Fall 1988 ENGL 321 & ENGL 322 Students through Transfer Level English (1A) over Four Academic Years (Fall 1988-Spring 1992). Research Report #268.

PUB DATE- 3 Sep 92
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Asian Americans; *Basic Writing; Black Students; *College English; *College Outcomes Assessment; Community Colleges; Ethnic Groups; Females; Hispanic Americans; Males; *Student Characteristics; Success; Tables (Data); Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- Evergreen Valley College CA; San Jose City College CA

In fall 1992, a study was conducted at Evergreen Valley College (EVC) and San Jose City College (SJCC), in California, to measure the persistence rate over 4 academic years of students with no previous college experience who entered into a fundamentals of reading course (English 321) and an introduction to college reading course (English 322) in fall 1988. The study sought to determine the persistence of students through transfer level English (1A). Study findings included the following: (1) for the EVC group, 7% of the English 321 and 23% of the English 322 students completed a transfer level course after 4 years; (2) for the SJCC group, 13% of the English 321 and 20% of the English 322 students completed a transfer level course; (3) at EVC, 10% of the male and 5% of the female English 321 students persisted through transfer level, compared to 21% of the male and 25% of the female English 322 students; (4) at SJCC, 7% of the male and 17% of the female English 321 students completed a transfer level course, compared to 18% of the male and 22% of the female English 322 students; (5) for both English 321 and 322 at EVC, persistence rates by ethnicity were 35% for Blacks, 21% for Hispanics, 15% for Asians, and 9% for Whites; for both courses at SJCC, persistence rates by ethnicity were 27% for Asians, 20% for Whites, 18% for Hispanics, and 13% for Blacks. (KP)

ED 383 417   PS 023 092

Lamberty, Gontran, Ed.; Coll, Cynthia Garcia, Ed.
Puerto Rican Women and Children: Issues in Health, Growth, and Development. Topics in Social Psychiatry.
PUB DATE- 94
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Bilingual Students; *Child Development; *Child Health; Cross Cultural Studies; Cultural Context; Cultural Exchange; Family Environment; *Hispanic Americans; Language Acquisition; Medical Care Evaluation; *Migrant Children; *Mothers; Parent Child Relationship; Parent Role; Peer Influence; *Puerto Ricans; Rural to Urban Migration; Social Development; Sociocultural Patterns
IDENTIFIERS- Hispanic American Students; *Puerto Rico

Noting that most socioeconomic and demographic indicators are negative for Puerto Rican mothers and children, this book enhances the current knowledge about the growth and development of Puerto Rican mothers and children, and discusses the likely social origins of their suboptimal experiences. Thirteen papers are presented. The opening chapter describes the historical context of Puerto Rican migration and examines the current demographic and socioeconomic status of Puerto Ricans on the mainland. Chapter 2 discusses some of the psychological consequences of migration. Chapter 3 describes the health care systems of Puerto Rico. Chapter 4 explores the occurrence of AIDS in women and children in Puerto Rico. Chapters 5 and 6 are concerned with the reproductive health of mainland Puerto Rican women. Chapter 7 examines the impact of AIDS on Hispanic women and children residing in the United States. Chapter 8 examines the physical growth, sexual maturation and obesity in Puerto Rican children. Chapter 9 focuses on the cultural context of adolescent childrearing, while chapter 10 reports on the effects of an early intervention service directed to low-birth-weight infants of various racial/ethnic and socioeconomic backgrounds, findings that are validated by those in chapter 12 from the Hispanic health and nutrition examination survey. Chapter 11 examines language shifts among mainland Puerto Rican and Mexican American children. Chapter 12 presents the results from the Hispanic Health and Nutrition Examination survey. Finally, chapter 13 investigates the effect of comprehensive pediatric care on the health of poor high-risk Puerto Rican and American black children in New York city. A concluding essay puts forth specific areas for future research to further expand knowledge of the health and development of this population. Each chapter includes references. (AA)

ED 383 510 RC 020 132

Sears, David W., Ed.; Reid, J. Norman, Ed.
Rural Development Strategies.
PUB DATE- 95
NOTE- 322p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Basic Business Education; *Change Strategies; *Community Development; Economic Development; Elementary Secondary Education; Entrepreneurship; Government Role; *Public Policy; *Rural Development; School Community Relationship; *Small Businesses; Technical Assistance; Training
IDENTIFIERS- *Policy Research

This book seeks to provide a basis for reexamining rural development policy by presenting comprehensive and current information on the effectiveness of various rural policy approaches. An introduction that defines development terminology and discusses changing policy needs is followed by 13 chapters that represent the best recent research assessing rural development strategies. Included are such education-related issues as school-community relationship, local educational attainment and attitudes, technical assistance and training for new businesses, and training the unemployed to start businesses. The final two chapters discuss the influences of institutional and community contexts. Chapters are: (1) "Reinventing Rural Policy Research" (J. Norman Reid, David W. Sears); (2) "Building Local Economic Development Strategies" (Ron Shaffer, Glen C. Pulver); (3) "Applying Strategic Planning to Rural Economic Development" (Robert Blair, B. J. Reed); (4) "Catalyzing Bottom-Up Development with National Policies: Canada's Community Futures Programs" (David Freshwater, Philip Ehrensaft); (5) "Stimulation of Economic Development through Worker Cooperatives" (Carla Dickstein); (6) "Community Involvement in Education as a Rural Development Strategy" (Ginny Eager); (7) "Manufacturing Recruitment as a Rural Development Strategy" (Kevin T. McNamara, Warren Kriesel, Daniel V. Rainey); (8) "Volunteer Visitor Business Retention and Expansion Programs" (Scott Loveridge, Thomas R. Smith, George W. Morse); (9) "Technical Assistance Services and Rural Business Startups: A Four-State Study" (Terry F. Buss, Mark G. Popovich); (10) "The Importance of Local Airports to Rural Businesses" (Richard J. Reeder, Cory Wanek); (11) "Prisons and Rural Communities: Making the Most and Losing the Least from a Growth Industry" (Katherine A. Carlson); (12) "Mending the Circle: Peer Group Lending for Micro-Enterprise Development in Tribal Communities" (Schuyler Houser); (13) "Helping the Unemployed Start Businesses: A Potential Rural Development Strategy" (Jules H. Lichtenstein); (14) "Targeting Market Failures in Natural Resource Industries as a Rural Development Strategy: The Case of the Maine Potato Market Improvement Fund" (Stewart N. Smith); (15) "Some Communities Are Successful, Other Are Not: Toward an Institutional Framework for Understanding the Reasons Why" (George R. McDowell); and (16) "Successfully Matching Development Strategies and Tactics with Rural Communities: Two Approaches" (David W. Sears, J. Norman Reid). Contains references in each chapter, an index, and author profiles. (SV)

ED 383 546 SE 056 243

Georgia Framework for Learning Mathematics and Science. Draft.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 14 Oct 94
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Instruction; *Science Curriculum; *Science Instruction; State Curriculum Guides
IDENTIFIERS- *Georgia; Reform Efforts

The Georgia Learning Framework is a collaborative effort among community-based partners and professional educators to produce a vision of mathematics and science that will prepare all Georgia students for the 21st century. It identifies habits of mind, skills and knowledge, and dispositions that all students must possess to be productive citizens. Part 1 includes an introduction and discussion of the roles of students and teachers and transformations of mathematics and science. Part 2 presents goals for mathematics, science, and technology education. Also discussed in this section are the nature of mathematics; relating mathematics, the NCTM Standards, and Georgia students; dimensions of learning, including habits of mind, big ideas, and vehicles for understanding and doing; the nature of science; scientific view, inquiry, and enterprise; habits of mind from a scientific point of view; and scientific big ideas. Part 3 discusses how science and mathematics should be taught; how people learn new ideas; what instructional model can be used to achieve conceptual change; teaching tasks; discourse; teaching environments; and assessment. (Contains 36 references.) (MKR)

ED 383 589 SO 024 800

Martini, Mary

Patterns of Social Interaction and Concepts of Interpersonal-Relating at Different Life-Stages in the Marquesas Islands.

PUB DATE- 94

NOTE- 55p.; For related papers, see SO 024 799-803. Paper presented at the Meeting of the Culture and Learning Department, Kamehameha Schools/Bernice Pauahi Bishop Estate (Honolulu, HI).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- Cultural Context; Foreign Countries; *Group Behavior; Individual Development; *Interpersonal Relationship; *Life Events; Norms; *Social Attitudes; Social Characteristics; Social Development; *Social Environment; Social Experience; Social Influences; Socialization; *Social Values; Values

IDENTIFIERS- *French Polynesia (Marquesas Islands)

This research report describes a study of Marquesas Islanders and how they interact with each other at different life stages from childhood, through youth and adulthood. Fieldwork for this study was conducted for a 10-month period on the island of 'Ua Pou, Marquesas Islands, French Polynesia. A small community of about 200 people in a valley on the leeward side of the island served as the setting for this research. Both formal and informal observations of valley life provide the basis for the study of group interactions. These interactions are then linked to the range of Marquesan beliefs about how individuals should relate to the group. The observed differences across the lifespan that are described include: (1) patterns of social behavior; (2) rules underlying these patterns; and (3) concepts of how to relate to others underlying these patterns. Different life stages are characterized by different interaction patterns, rules, and concepts of human relations. (EH)

ED 383 666 SP 036 006

McCree, Herb
Post-Career Military as an Alternative Pool of Teacher Candidates.

PUB DATE- 11 Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Elementary Secondary Education; *Military Personnel; Military Training; Retirement; Teacher Characteristics; *Teacher Recruitment; Urban Education
IDENTIFIERS- *Second Careers

A shortage of teachers exists in many areas, and the severe under-representation of minorities in teacher preparation programs has exacerbated the problem of supplying urban schools with needed personnel. Post career military personnel represent a prospective pool of alternative teacher recruits to redress existing urban teacher shortages. Career enlisted military personnel are highly trained in skills that are directly transferable to the civilian sector such as personnel management, resource allocation, high level technologies, counseling, and training skills. Participation in postsecondary educational opportunities for enlisted service members has reached an all time high. Considered as a group, post-career military personnel possess characteristics such as the belief that all can learn, the ability to function under stressful conditions, a strong sense of dedication to community, pride and self-confidence, and a desire to excel. Because of these factors and a concern for military veterans, the formulation of a national teacher certification policy applied to veterans could prove beneficial. There has been interest in such a policy on the part of government agencies, in the public domain, and in professional circles. At the same time, there have been concerns regarding certification. Some studies have indicated that military personnel are interested in teaching as a second career. Studies have also indicated that military retirees who are second career teachers have overall satisfactory performance, experience no special problems, and possess adequate administrative and pedagogical skills. (Contains 16 references.) (JB)

ED 383 250 HE 028 362

Rees, Ruth
Reflections on Systemic Discrimination in a University.
PUB DATE- Jan 95
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Policy; Careers; *College Administration; Definitions; Equal Opportunities (Jobs); Females; Feminism; Foreign Countries; Higher Education; *Institutional Environment; Personnel Policy; Professional Development; Resource Allocation; *Sex Discrimination; *Women Administrators
IDENTIFIERS- Ontario

This paper uses examples of systemic sex discrimination at one Canadian university to illustrate the need to continue to redress the causes of such discrimination. An opening section explores some legal definitions of systemic discrimination from court decisions and government regulation. Using these, this section develops a working definition of systemic discrimination as any "institutionalized" (not individual) structures, policies, practices, customers and attitudes which disadvantage individuals who are members of certain groups (self-defined). The next section describes some examples of systemic discrimination experienced by an individual (the author) in the past three academic years working as an Academic Dean. These are grouped under several categories of systemic discrimination: institutional practices; criteria or practices which have adversely affected women academics in hiring, selection, promotion, review and tenure processes; and inequitable allocation of resources. A conclusion offers five suggestions for change: (1) institutional acknowledgement that systemic discrimination exists; (2) articulate objectives to eradicate discriminatory policies, practices, structures and conventions; (3) placement of explicit responsibilty for employment equity on senior management; (4) reconstruct policies, practices, structures and norms; and (5) continued striving by women to claim their rightful authority. (Contains 35 references.) (JB)

ED 383 270 HE 028 383

Rofes, Eric
Queers, Education Schools, and Sex Panic.
PUB DATE- 21 Apr 95
NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Curriculum; *Educational Attitudes; Graduate Students; Graduate Study; Higher Education; *Homophobia; *Homosexuality; *Lesbianism; Politics of Education; School Catalogs; *Schools of Education; Sexuality; Student Attitudes; Teacher Education
IDENTIFIERS- Homosexual Teachers

This paper examines education's role in addressing lesbian, gay, and bisexual issues, focusing on the role of graduate schools of education. It discusses the mission of schools of education and reviews points of conflict concerning the purpose of such schools. It then provides evidence of the vast array of contemporary lesbian and gay issues which confront educators, pointing out that if education schools were to fulfill the essence of their missions, considerable resources would be channeled into research, theory, and analysis of lesbian and gay issues in the educational arena. The paper also examines bulletins, course catalogs, and application materials from 16 graduate schools of education in order to assess the stated relationship between schools of education and lesbian and gay issues. It then discusses the personal experiences of an education graduate student interested in the study of gay and lesbian issues, as well as historical accounts of sex scandals and moral panics in educational institutions. It concludes by stating that the linkage of gay educators and children triggers real or imagined sex panic which functions to police many aspects of academic life. However, it urges educational leaders to find the courage to fulfill the mission and preserve the integrity of the discipline by interrogating controversial and vexing questions. An appendix lists the bulletins, course catalogs, and application materials reviewed. (Contains 99 references.) (MDM)

ED 383 309 IR 017 164

Dyer, Dean
Too Much Too Fast: The Dangers of Technological Momentum.
PUB DATE- 95
NOTE- 9p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administration; Background; *Change; Competition; Computers; Educational Technology; Humanization; Interaction; *Problems; Student Characteristics;

Teacher Characteristics; Teacher Education Programs; *Technological Advancement; *User Needs (Information)

This paper discusses the dangers of technological momentum. Technological momentum is defined as the increase in the rate of the evolution of technology, its infusion into societal tasks and recreations, society's dependence on technology, and the impact of technology on society. Topics of discussion include changes in response to user needs, instructional technology, opposition to ways educational technology is used, the background of technological momentum, the first computers, changes as a result of technology, technology in daily living and entertainment, competition, importance of control, dehumanization, loss of teacher and student characteristics, reduction of achievement levels, administration, and interaction. (Contains 15 references.) (AEF)

ED 383 380 JC 950 304

Christiansen, Larry K.
Yesterday It Was Called Civics; Today It Is Service Learning.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Annual Convention of the American Association of Community Colleges (75th, Minneapolis, MN, April 22-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Citizen Participation; *Citizen Role; *Citizenship Education; *Citizenship Responsibility; Community Attitudes; Community Colleges; Community Services; *Critical Thinking; Political Attitudes; School Community Relationship; *Social Action; Two Year Colleges; Two Year College Students
IDENTIFIERS- Mesa Community College AZ

In the fall of 1992, Mesa Community College (MCC), in Phoenix, Arizona, established the Center for Public Policy and Service to promote community service and active participation in the social and political process as integral parts of a community college education. Through the Center, students are provided with educational opportunities in community service through service learning internships and in-course options in government agencies, educational entities, civic organizations, and citizen advocacy groups. MCC offers independent modules in 22 discipline areas, and the courses transfer as elective credit to the major universities in Arizona. Students may take between one and three credits each semester under the supervision of a faculty member within the discipline. Students receive a letter grade based on meetings with a faculty advisor, 50 volunteer contact hours per credit hour, an analytical paper, a reflective journal, and three reflective feedback sessions. Students are asked to evaluate what they have learned in terms of how they were influenced to take an advocacy role, how their values and opinions changed, and how they envision new solutions to problems. Approximately 45 students enroll in the program each semester, participating at over 140 community sites which are categorized by their relevance to specific discipline areas. Additionally, the center coordinates a citizen's action group, a community roundtable, and efforts to prevent gang activity. (MAB)

ED 383 474 PS 023 378

Being Healthy and Safe with McGruff and Scruff: Activity Book for Preschool, Head Start, and Other Child Care Programs.

SPONS. AGENCY- Department of Justice, Washington, DC. Office of Justice Programs.
PUB DATE- 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alcohol Education; *Child Health; Childhood Attitudes; Drinking; *Drug Education; Drug Use; Nutrition Instruction; Parent Participation; *Preschool Education; *Prevention; Problem Solving; *Self Esteem; Smoking; Teacher Role
IDENTIFIERS- *Child Safety; Developmentally Appropriate Programs; Firearms; Project Head Start

This activity booklet is designed to help preschool teachers and caregivers prepare preschoolers to deal with issues of self-esteem, problem solving, health and safety awareness, and crime, drug, and violence prevention on developmentally appropriate levels. It provides background information on drug and violence prevention for 4- and 5-year-olds, on communication with children about drugs, and on the physical, mental, and social development of preschoolers. The booklet contains 19 group activities for use with preschoolers that focus on group cooperation/conflict management/peer interaction; health/safety and self-esteem. These areas address such issues as unsafe situations; tobacco, alcohol, and drug avoidance; child safety and firearms; healthy eating habits and community pride. The activities are carried out through song, charades, strong problem-solving, and visual discrimination. Many of the activities contain reproducible letters to inform parents about the activity's purpose and goals. A guide for parents, a list of resource groups, and a user evaluation form are included. (MDM)

ED 383 528 SE 054 710

Lotter, Donald W.
EarthScore: Your Personal Environmental Audit & Guide.

PUB DATE- 93
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Software; *Natural Resources; Questionnaires
IDENTIFIERS- *Environmental Awareness; *Environmental Impact

This book is designed to permit environmentally-conscious individuals to quantify the impact on the biosphere of their actions in the following areas: Home/household energy use; water use; transportation; consumerism (durable goods, foods and agricultural products, paper and forest products); toxics; waste, packaging, single-use items, and recycling; environmental advocacy; respect for the land; livelihood; family planning. EarthScore is based on an earlier computer software program called EnviroAccount (ordering information is provided), but the program is not required in order to use the book. A total of 107 questions are arranged in 14 sections. Questions are divided into Impact Questions and Action Questions. Scores are generated for each question, for each section, and for the entire questionnaire, with summary scores equated to various categories, e.g., Eco-Titan, Eco-Hero, etc. Most questions are followed by information as to why the question is important, how an individuals' performance can be improved, tips for change, and lists of relevant resources available to help the reader learn more about preserving the earth's resources for future generations. (WTB)

ED 383 568 SE 056 522

Lin, Huann Shyang
The Development of Beginning Chemistry Teachers' Teaching

Techniques.
PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; *Chemistry; Discussion (Teaching Technique); Divergent Thinking; Foreign Countries; Junior High Schools; Questioning Techniques; Science Instruction; Science Teachers; Secondary School Teachers; Teacher Effectiveness; *Teacher Evaluation; *Teaching Methods
IDENTIFIERS- Analogies; Taiwan

The identification of the characteristics of teaching experts can help beginning teachers to learn and provide a picture for both beginning science teachers and science educators on what has been accomplished and what has to be done in the future. This study, as part of an evaluation project, was intended to investigate the progress of a group of beginning chemistry teachers on teaching techniques that had been taught in a preservice training program. Fifteen beginning chemistry teachers were observed and videotaped in the classroom. The teachers had graduated from one of the three universities which provide the preservice training of chemistry teachers in Taiwan. The results reveal that the beginning chemistry teachers were able to improve significantly in the teaching techniques of asking divergent questions and giving appropriate wait time to students after questioning. However, almost no progress was made on the following teaching techniques: (1) using analogies to explain theoretical concepts; and (2) initiating classroom discussions. The quantitative results of the study indicate that a typical beginning science teacher tends to ask students to memorize science content knowledge and formulas. Contains 14 references. (LZ)

ED 383 612   SO 024 941

Bloom, Carol, Ed.; And Others
Insights on Diversity.
PUB DATE- 94
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cross Cultural Studies; Cross Cultural Training; *Cultural Awareness; *Cultural Differences; Cultural Interrelationships; *Cultural Pluralism; Culture; Culture Contact; Ethnic Relations; *Intercultural Communication; *Multicultural Education

This state-of-the-art report presents a series of essays on the topic of diversity. Essays include: (1) "Committing to Diversity" (George L. Mehaffy); (2) "Serving the Community by Serving Our Members" (Michael P. Wolfe); (3) "How Diversity Matters" (Asa G. Hilliard, III); (4) "A Prerequisite to Teaching Multiculturally" (Mary Louise Gomez); (5) "Multicultural Education is for Everyone!" (Maureen Gillette); (6) "Intercultural Competencies" (James Anderson); (7) "Opening One Door" (P. C. Wu); (8) "Dimensions of Multicultural Education" (James A. Banks); (9) "Characterizing Ethnic Groups in the Curriculum" (Carmen Montecinos); (10) "The Needs of Our New Teachers" (Gloria Ladson-Billings); (11) "The Many Ways of Being Human" (M. Eugene Gillion); (12) "Understanding Ethnicity" (Wilma S. Longstreet); (13) "Dissension in Perspective" (Geneva Gay); (14) "To Dialogue about Differences Requires Special Skills" (Wanda S. Fox); (15) "When Making a Difference Makes No Difference" (Ronald E. Butchart); (16) "Embracing Multicultural Teaching" (Pamela L. Tiedt); (17) "From a Global Perspective" (Jesus Garcia); (18) "Expanding the School Community" (Ceola Ross Baber); (19) "Europe in the Pacific" (John Passmore); (20) "Integrating Fair-Minded Critical Thinking, Justice, and Social Action" (Christine I. Bennett); (21) "We are Different: Now What 'Ism'?" (Sheilah Clarke-Ekong); (22) "Reflections of an Involuntary Voluntary Immigrant" (Carlos J. Ovando); (23) "Diversity with Style--Learning Style, That Is!" (Cherry Ross Gooden); (24) "Roles for White Scholars in Multicultural Education" (Marilynne Boyle-Baise); (25) "Toward a Common Definition of Multicultural Education" (Carl A. Grant); (26) "Being Culturally Responsive" (Courtland C. Lee); (27) "Empowering Students" (Rosalind Mau); (28) "Healing the World" (Brenda Conard); (29) "Affirming Diversity Within an Integrated Curriculum" (Ernest L. Boyer); (30) "Affirming Languages and Cultures" (Lourdes Diaz Soto); (31) "Democratizing Curriculum" (Ellen Swartz); (32) "A Passion for Multicultural Education" (Francisco A. Rios; David M. Whitehouse); (33) "Bridging the Gap" (Evelyn B. Kalibala); (34) "The Principles That Bind Us Together" (Diane Ravitch); (35) "Global Citizenship" (Josiah S. Tlou); (36) "Toward a Representative Teaching Force" (Kitty Kelly Epstein); (37) "A Better World for Holly" (Carlos E. Cortes); (38) "Human Rights in the Pluralistic Classroom" (Ricardo L. Garcia); (39) "The New Consensus on Tracking" (Walter C. Parker); (40) "The Arts: A Catalyst for Multicultural Teaching" (Patricia L. Stuhr); (41) "Reverence for Human Diversity" (Theresa E. McCormick); (42) "Are Ethnic Jokes a Form of Brainwashing?" (Glenn S. Pate); (43) "Transforming Pedagogy: Designing Diversity for the Future" (Renee J. Martin); (44) "Unum e Multis" (Eugene E. Garcia); and (45) "Toward an Anti-Bias Curriculum" (James B. Boyer). (EH)

ED 383 649 SP 035 977

Gordon, June A.
Assimilation or Accommodation.
PUB DATE- 11 Oct 94
NOTE- 14p.; Paper presented at the Annual Meeting of the NACADA (Las Vegas, NV, October 9-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Persistence; Acculturation; Administrator Attitudes; Administrators; College Faculty; *College Programs; *College Students; Diversity (Institutional); Higher Education; *Minority Groups; *School Holding Power; State Colleges; *Student College Relationship; *Student Personnel Services
IDENTIFIERS- Diversity (Faculty); Diversity (Student); People of Color; *Washington

The project discussed here investigated the context within which college culture-based programs designed to enhance minority student retention arise and are nurtured or resisted. In-depth interviews were conducted with about 60 individuals who are intimately involved with minority programming and administration in 6 public, four-year institutions of higher education in Washington State. Minority culture-based programming was defined as programs that attempt to support or reinforce the culture and heritage of specific ethnic minority student groups. The interviews indicated that the institutions were confused about the direction of minority affairs programming. In addition, these institutions faced a "Catch-22" situation in that in order to attract and retain minority students they must already have in place faculty, staff, and student diversity as well as campus conditions expressive of diversity. The study concluded that seven conditions must be met to attract minority students to predominantly white institutions: (1) a top down policy favoring diversity; (2) curriculum that reflects minority culture and ethnicity; (3) a critical mass (at least 30 percent of the enrollment) of students of color on campus; (4) support services specifically for minority students; (5) faculty and staff diversity; (6) faculty willingness to work with minority students; and (7) a surrounding community with minority individuals visibly involved. (Contains 18 references.) (JB)

ED 383 684 SP 036 024

Wassermann, Selma
Introduction to Case Method Teaching. A Guide to the Galaxy.
PUB DATE- 94
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Case Studies; Class Activities; Classroom Techniques; *Curriculum Development; Elementary Secondary Education; Higher Education; *Instruction; *Instructional Design; Instructional Materials; Student Evaluation; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Case Method (Teaching Technique)

While case method teaching has long been associated with business and medical schools, in the past few years there has been increased interest in teaching with cases in secondary schools, colleges, and professional schools. This book, for teachers at all levels and in all subjects, examines this pedagogy and serves as a guide for pre- and inservice teachers in the use of cases for effective classroom teaching. In chapters 1 and 2, the theoretical bases of case method teaching are examined. Remaining chapters cover specific and practical help with various aspects of case method instruction: (3) "Cases as Instructional Tools"; (4) "Writing Your Own Case"; (5) "Preparing Students To Learn with Cases"; (6) "Preparing to Teach with Cases"; (7) "Teaching a Case"; (8) "Beyond Cases: Expanding Perspectives with Follow-up Activities"; (9) "Evaluation in the Case Method Classroom: Setting Standards"; and (10) "Evaluation in the Case Method Classroom: Materials and Strategies." Also included are six appendices containing individual cases, along with teaching notes, study questions, and references for each case. (Contains approximately 60 references.) (ND)

ED 383 328 IR 017 183

Miller, Greg; Doerfert, David L.

Teaching through Fiber-Optics Telecommunications Technology: Possibilities and Priorities for Agriculture.

PUB DATE- 95
NOTE- 10p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *Computer Networks; *Educational Cooperation; Educational Technology; Information Networks; Online Systems; Secondary Education; *Teacher Attitudes; Telecommunications
IDENTIFIERS- *Iowa Communications Network

The purpose of this descriptive study was to investigate the usefulness of an interactive communications network for agricultural education at the secondary level. The Iowa Communications Network (ICN) is a two-way full motion fiber optics telecommunications system capable of linking secondary agricultural departments throughout Iowa. The objectives of the study were to: (1) describe obstacles that may inhibit the use of the ICN as perceived by secondary agriculture teachers; (2) describe secondary agriculture teachers' attitude toward using the ICN for delivering agricultural instruction; (3) describe relationships between teachers' attitude, perceived obstacles, and selected variables; (4) identify priorities for collaboration among secondary agriculture programs in delivering instruction over the ICN; and (5) identify courses offered in secondary agriculture programs that are suitable or unsuitable for delivery via the ICN. Results show that overall, the 16 obstacles to using the ICN were perceived to be slightly significant. Teachers were most concerned with scheduling problems, but were also concerned that laboratory sessions and supervised agricultural experience programs could not be managed over the systems. Additionally, respondents were concerned with costs, lack of training, and incentives for using the system. Data suggests that teachers are undecided about using the ICN for teaching agriculture. The highest priority for collaboration among schools were in the areas of agricultural economics and horticulture. Teachers generally agreed that agricultural mechanics courses were not suited to ICN delivery, but agricultural economics courses were suitable. Data is illustrated in seven tables. (Contains 17 references.) (Author/MAS)

ED 383 345   IR 017 200

Weisburg, Michael; Ullmer, Eldon J.
Distance Learning Revisited: Life-Long Learning and the National Information Infrastructure.
PUB DATE- 95
NOTE- 21p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Distance Education; Futures (of Society); Government Role; *Information Networks; Information Technology; Labor Force; *Lifelong Learning; Nontraditional Education; Technological Advancement; *Telecommunications
IDENTIFIERS- Economic Competitiveness; Global Economy; High Performance Computing; Historical Background; *National Information Infrastructure; Paradigm Shifts; Private Industry; *Role of Technology

This paper "revisits" distance learning by addressing its past achievements, its present state, and its future in the face of the rapidly converging computer and communications technologies and the goals and potential that underlie the creation of the proposed National Information Infrastructure (NII). The analysis was undertaken recognizing that new demands are being placed on our educational institutions to provide a highly knowledgeable and skilled workforce for the 21st century; that the stakes involved are no less than economic competitiveness, which is now so knowledge dependent; and, that consideration of the present and future of distance learning requires a "paradigm shift" in the role of teachers and educational institutions as the United States enters into a global economy. This inquiry therefore seeks to create a contemporary vision of distance learning based on: (1) its history; (2) the recognition of the importance of life-long learning and the development of new strategies for its realization; (3) the potential of emerging telecommunications technologies; (4) the respective roles of private industry and government in the creation of the NII; and (5) the potential contribution of The High Performance Computing and Communications (HPCC) initiative. Construction of this vision began by the examination of efforts to define distance education and to establish its theoretical base, distance education's major milestones, technology's expanding role and potential, and new opportunities that derive from the NII initiative. The following aspects of distance learning are examined: milestones; technology's influence; distance learning in transition; issues; an interconnected world; non-traditional learning environments; universal availability and access; telecommunications components; evolving physical infrastructure; community service networks; distance learning initiatives; opportunities in the health professions; and final thoughts. (Contains 87 references.) (Author/MAS)

ED 383 363 JC 950 285

Kangas, Jon; Ma, Tony

Persistence of Fall 1988 Math 310, Math 12 & Math 13 Students through Transfer Level Math over Four Academic Years (Fall 1988-Spring 1992). Research Report #269.

PUB DATE- 3 Sep 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Persistence; Asian Americans; Black Students; *College Mathematics; *College Outcomes Assessment; Community Colleges; Ethnic Groups; Females; Hispanic Americans; Males; *Remedial Mathematics; *Student Characteristics; Success; Tables (Data); Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- Evergreen Valley College CA; San Jose City College CA

A study was conducted at Evergreen Valley College (EVC) and San Jose City College (SJCC) to determine persistence rates over 4 academic years for students with no previous college experience who entered arithmetic (Math 310), beginning algebra (Math 12), and intermediate algebra (Math 13) courses in fall 1988. The study sought to determine persistence through transfer level Math by the end of spring 1992. Study results included the following: (1) at EVC, 7% of the Math 310, 10% of the Math 12, and 25% of the Math 13 students achieved transfer level math competence; (2) at SJCC, 3% of the Math 310, 11% of the Math 12, and 35% of the Math 13 students achieved transfer level competence; (3) at EVC, 7% of both males and females in Math 310 achieved transfer level, compared to 11% of males and 10% of females in Math 12 and 29% of males and 18% of females in Math 13; (4) at SJCC, 4% of males and 2% of females in Math 310 achieved transfer level, compared to 15% of males and 8% of females in Math 12 and 34% of males and 35% of females in Math 13; (5) for students in all three courses at EVC, persistence rates by ethnicity were 17% for Asians, 11% for Hispanics, 5% for Blacks, and 4% for Whites; and (6) for students in all three courses at SJCC, persistence rates by ethnicity were 18% for Asians, 10% for Hispanics, 9% for Blacks, and 7% for Whites. (KP)

ED 383 399 JC 950 327

McCabe, Robert H.
Starving the Solution.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advocacy; College Role; *Community Colleges; Economic Climate; *Economic Impact; *Economic Opportunities; Quality of Life; *Role of Education; *State Aid; State Legislation; Two Year Colleges; *Welfare Recipients
IDENTIFIERS- *Florida

Although Florida's community colleges have consistently been the primary access to college and post-secondary education for state residents and are uniquely suited to help dependent individuals gain the skills necessary to become self-sufficient, state funding to the colleges has consistently been reduced. Income per student from the state has been reduced from 50% more to 22% less than that provided to public K through 12 schools, and the passage of Proposition 2 severely restricts spending by the 1995 legislature. This threatens the colleges' ability to carry out their mission, but cost of supporting dependent individuals is high. In Dade County, for example, one in six residents were living in poverty as of the 1990 census, while the County's 1993 expenditures for food stamps and Aid to Families with Dependent Children alone amounted to $479,706,672. Moreover, a correlation can be drawn between a person's level of education and the likelihood of engaging in crime (the cost of maintaining Florida's 44,000 prisoners is $1 billion over the term of their incarceration). Education is even more important in the Information Age, but statewide 54% of students entering community colleges test as academically underprepared. The state's community colleges provide an essential bridge to independence for residents, leading to further educational opportunities, employment, and higher salaries. Although the colleges represent a bargain compared to the costs of maintaining dependent residents, the state has abandoned its commitment to the colleges and is, in effect, starving the solution to Florida's most serious problems. (BCY)

(Contains 10 references.) (TM)

ED 383 456 PS 023 352

Anziano, Michael C.
The Role of the Family Service Center Demonstrations in the Future of Head Start.
PUB DATE- 20 Apr 95
NOTE- 18p.; Paper presented at the Annual Training Conference of the National Head Start Association (22nd, Washington, DC, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Literacy; Case Studies; *Demonstration Programs; Employment Services; *Family Counseling; Family Environment; *Family Programs; Mental Health; Parent Child Relationship; Preschool Education; Program Descriptions; *Program Effectiveness; Substance Abuse
IDENTIFIERS- *Family Support; *Project Head Start

This paper describes the implementation of a Head Start Family Service Center (FSC) program and discusses the impact of such centers on Head Start preschool education. It reviews the role of current Head Start FSCs on the provision of support services to Head Start families, especially in the areas of adult literacy, substance abuse education and counseling, and career development and employment. It then describes the services provided by the Southern Ute Head Start Family Center in Ignacio, Colorado, and their effects on family mental health and family environment. Finally, the paper presents data on the overall effects of family-focused Head Start programs such as FSCs, showing that annual reports from the Southern Ute site and other FSCs indicate substantial positive changes in families who are enrolled in FSCs. Contains 15 references. (MDM)

ED 383 493 RC 019 755

Young, Anderson B.; And Others

The Relationship of Continuum Scaling Scores and Certainty Scaling Scores on the Outdoor Situational Fear Inventory.

PUB DATE- Jan 94
NOTE- 8p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (2nd, Bradford Woods, IN, January 14-16, 1994); see RC 019 747.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adventure Education; Anxiety; College Students; *Fear; Higher Education; *Outdoor Education; Psychological Testing; *Rating Scales; Reliability; *Scaling; *Scoring; Student Reaction; Test Format
IDENTIFIERS- *Outdoor Situational Fear Inventory

The Outdoor Situational Fear Inventory (OSFI) has been used extensively to measure the social-, physical-, and environmental-based fears of participants in Outward Bound and in college outdoor education programs. The OSFI uses a continuum scaling method in which respondents place a slash mark on a 10-centimeter line representing a continuum from "not at all anxious" to "very anxious." The continuum-scaled OSFI presents several problems: labor-intensive measurements, artificial sense of precision, and difficulties in converting to verbal description. As an alternative, a certainty scaling method was developed in which respondents agree or disagree with a statement and then rate the strength of their opinion from 1 to 5. Responses are then converted to numerical values ranging from 1 to 10. Both forms of the OSFI were administered to 162 college students on the first day of 2-week outdoor adventure programs. Half of subjects completed the continuum version first, then the certainty-scaled OSFI; the other half did the opposite. With either scaling method, the OSFI and its social-fears and physical-fears subscales were reliable as measured by Cronbach's alpha. The order of administration had no effect on scores. The relationships of the two instruments' overall and subscale scores were strong. (SV)

ED 383 547   SE 056 251

The Universal House: Energy, Shelter & The California Indian.
Activity Guide, 4th/5th Grade.
PUB DATE- 92
NOTE- 38p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; Cooperative Learning; Energy Conservation; *Energy Education; Environmental Education; Grade 5; Grade 6; *Housing; Interdisciplinary Approach; Intermediate Grades; Lesson Plans; *Natural Resources; Sustainable Development; Units of Study
IDENTIFIERS- *California; Hands On Experience

This activity guide links energy awareness with resource management and traditional California Indian cultures for the 3rd-6th grade span. The materials combine cooperative, hands-on activities with background information and learning extensions. The interdisciplinary lessons are built upon themes, concepts, and learning processes outlined in California science frameworks. The use of a student journal, folder, or folio is recommended as a method for authentic assessment. The guide contains six major sections: (1) an introduction; (2) an examination of student's preconceptions; (3) an overview of energy and energy use; (3) explorations of shelter (focusing on earthen, plank, sapling and thatch, and conical bark slab structures); (4) energy activities (focusing on insulation, thermal mass, shade, and orientation); and (5) resources. The resources section contains a list of 15 lessons and activity guides from which this unit was adapted; a selection of 14 reference materials that could be utilized in the classroom for research and implementation; and a list of 18 sites at which traditional California Indian architecture can be viewed. The guide is accompanied by four oversize posters (not included here) that discuss California Indian use of thermal mass, shade, insulation, and orientation in the construction of housing. (LZ)

ED 383 590   SO 024 801

Martini, Mary
The July Festival in the Marquesan Islands: Social Mechanisms Delimiting Youth and Adulthood.
PUB DATE- 94
NOTE- 31p.; For related papers, see SO 024 799-803. Paper presented at the Meeting of the Culture and Learning Department, Kamehameha Schools/Bernice Pauahi Bishop Estate (Honolulu, HI).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Development; Behavior Standards; *Cross Age Teaching; Foreign Countries; Imitation; Nonformal Education; Peer Influence; *Reference Groups; Significant Others; Social Adjustment; *Social Behavior; *Social Control; Social Environment; Social Influences; *Socialization; Social Networks; Social Structure
IDENTIFIERS- *French Polynesia (Marquesas Islands); July Festival (Marquesas Islands)

This research paper describes various aspects of the 12-day July Festival and period of preparation for it in one valley on the island of 'Ua Pou, Marquesas Islands, French Polynesia. This case study is of a well-delineated cultural event which exemplifies many themes presented in "Patterns of Social Interaction and Concepts of Interpersonal-Relating at Different Life-Stages in the Marquesas Islands." This July Festival is considered to be "of/for/by the young people" and is seen as a period in which the culturally valued aesthetic qualities of youth are put on display. These qualities include beauty, grace, sexual display, and skills in dancing and singing. This is a period of extreme social complexity and visibility during which social definition of work and life stage characteristics are explored and judged as appropriate or inappropriate. It is a time of both social experimentation and social stabilization. (EH)

ED 383 290 IR 017 145

Chase, Mark E.
An Analysis of the Knowledge Levels of Media Directors Concerning Relevant Copyright Issues in Higher Education.
PUB DATE- 95
NOTE- 18p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Copyrights; Demography; *Fair Use (Copyrights); Higher Education; Instructional Materials; *Knowledge Level; *Media Specialists; Questionnaires; Tables (Data); Universities; Work Experience
IDENTIFIERS- *Copyright Law 1976; Job Titles

This study analyzes the copyright knowledge levels of media directors of selected higher education institutions. A questionnaire was mailed to 466 media professionals at higher educational institutions who were members of the Division of Educational Media Management in the Association for Educational Communications and Technology (AECT). The overall knowledge level of the 1976 Copyright Act was determined by questioning the media directors with respect to specific areas of the law that are pertinent to their responsibilities; these areas included Sections 106 (Exclusive Rights), 107 (Limitations on Exclusive Rights: Fair Use), 110 (Limitations on Exclusive Rights: Exemption of Certain Public Performances), and the related guidelines that cover classroom materials taken from books and periodicals, music, and off-air videotaping. Information on demographics was also collected. The demographic questions included position title, years of experience, level of education, and size of academic institution where the respondent works. In addition, follow-up interviews were conducted with a random sample of 10 percent of the respondents. A pilot study was conducted using the questionnaire to determine the reliability of the instrument. The results demonstrate that the majority of media directors across the country do not have a proficient knowledge of the copyright law and related guidelines. Only 18 percent were able to achieve the established proficiency level of 75 percent; the 18 percent of proficient respondents is the highest level achieved in any of the previous studies. The follow-up interviews also demonstrated that there is an acute awareness of copyright in the media profession in higher education.

Recommendations for improvement and future study are included. (Contains 91 references.) (AEF)

ED 383 310 IR 017 165

Hewitt, Geoff
Dehumanization: An Overview of Educational Technology's Critics.
PUB DATE- 95
NOTE- 8p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Criticism; *Educational Technology; Elementary Secondary Education; *Humanization; Problems; Rhetoric
IDENTIFIERS- Historical Explanation

Almost since its inception, the word "dehumanization" has caused apprehension, especially as the words relate to educational technology. This paper is a brief analysis of educational technology's critics from the late 1950s through present time; it also serves as a study of how their rhetoric has affected the structure of elementary and secondary education in recent years. Discussion includes revisionism, objectivity, and the "teaching machine" (1960s); computer assisted instruction, educational television, and resistance at the trends of systems analysis and individualized instruction (1970s); and militarization, computers, technical jargon, and science fiction (1980s). Poor interaction, discussion, and literacy skills are some of the problems facing students as a result of imbalanced technological structuring. (Contains 19 references.) (AEF)

ED 383 418 PS 023 106

Fuller, Bruce; Liang, Xiaoyan

Can Poor Families Find Child Care? Persisting Inequality Nationwide and in Massachusetts.

SPONS. AGENCY- American Educational Research Association, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Washington, D.C.
PUB DATE- Feb 95
NOTE- 39p.; A report from the "Harvard Child Care and Family Policy Project."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; *Educational Planning; Government Role; *Low Income Groups; *Policy Analysis; *Preschool Education; Socioeconomic Influences; Tables (Data); Welfare Recipients
IDENTIFIERS- *Access to Services; *Child Care Needs; Massachusetts; Welfare Reform

Welfare reform efforts have been based on crucial assumption: single mothers moving off of AFDC and into the work force will be able to find affordable child care. Two parallel studies of child care supply and its distribution across rich and poor communities inform the debate over child-care availability. In the first study, data from 100 counties nationwide were analyzed to ascertain the differences in preschool availability per child, and multivariate models were constructed to identify factors that influence sharp variation in child-care supply. Findings revealed uneven distribution of child-care supply across regions of the country and local communities. Factors that contribute to these disparities include affluence and education of parents, and family preferences and patterns of expressed demand. The second study analyzed data similar to those of the first study from 368 smaller communities in Massachusetts, including neighborhoods with high concentrations of families on welfare and single-parent households. Findings revealed that targeting welfare benefits to low-income neighborhoods has spurred greater child care availability. Yet, working-class and middle-income communities and those with greater shares of single-parent families still display lower levels of child-care availability than wealthier communities; and providers tend to respond to demands of highly educated parents for more preschooling by raising supply in their affluent communities. The primary policy implication arising from these studies is the need to target resources to help equalize child care access. (BAC)

ED 383 438   PS 023 287

Obersinner, Kathy
Once Upon a Classroom.
PUB DATE- Dec 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Patterns; Conflict; *Conflict Resolution; *Dramatic Play; *Elementary School Students; Grade 1; *Interpersonal Relationship; Primary Education; Qualitative Research; *Role Playing; Social Development; Socialization; *Story Telling
IDENTIFIERS- Juneau Borough School District AK

This research project explored how children's ability to exchange ideas and resolve conflict was influenced by regularly setting aside time to dictate and act out stories. Research methods for this 3-month project included audiotapes, a questionnaire, and the stories from 23 first-grade children. Observations looked specifically at conflict resolution, roles and interactions among storytellers, and the sense of community manifested in play. Observations indicated that the children became more autonomous in exchanging ideas and listening to one another's potential solutions, as the children encountered issues that arose in the natural context of acting out their stories. As the children devised a workable structure for storytelling, they began to assume greater ownership as the process became more familiar, directing their comments and questions to one another. As they acted in one another's stories, each child's view of the world was assimilated by his or her peers. Children's story plays formed a distinctive and colorful quilt of reoccurring patterns that merged into new designs as the children shared their attempts to make sense of their world. (WP)

ED 383 630   SO 024 991

Forsyth, Alfred S., Jr.
Learning Geography: An Annotated Bibliography of Research Paths.
Pathways in Geography Series, Resource Publication Title No. 11.
PUB DATE- 95
NOTE- 86p.; For related documents in this series, see SO 024 988-990.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Curriculum Research; Educational Research; Elementary Secondary Education; *Geographic Concepts; *Geography; *Geography Instruction; Higher Education; Social Studies

This bibliography is intended to offer research paths for geography educators interested in geography learning. It includes research on all three general modes of geographic learning: spatial learning, map learning, and formal geography learning. Chapter 1, "Introduction," contains the following: (1) "What is geography and what is geography learning?" (2) "Structure of the Bibliography"; (3) "Purposes of the Bibliography"; and (4) "What is included in the bibliography and what is not." Chapter 2, "Commentary on Research Paths and Suggestions for Future Research," contains the following: (1) "Spatial learning"; (2) "Map learning"; (3) "Formal geography learning"; and (4) "Affective geography learning." Chapter 3, "Bibliography," lists the following: (1) "Spatial Learning: Research Studies"; (2) "Spatial Learning: Reviews of Research"; (3) "Map Learning: Research Studies"; (4) "Map Learning: Reviews of Research"; (5) "Formal Geography Learning: Research Studies"; (6) "Formal Geography Learning: Reviews of Research"; (7) "Affective Geography Learning"; (8) "Overview: Geography Education"; (9) "Overview: Social Studies Education"; and (10) "Overview: Learning Theory and Educational Strategies." A section titled "A Postscript on Methodology" is included. (EH)

ED 383 251 HE 028 363

Neal, Joan; Echternacht, Lonnie
The Effect of Structured Techniques on Group Decision Making in the Undergraduate Business Communication Classroom.

PUB DATE- Apr 95
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Brainstorming; *Business Communication; Classroom Techniques; College Students; Group Discussion; Group Experience; *Group Instruction; Higher Education; *Instructional Effectiveness; *Participative Decision Making; Teaching Methods; Undergraduate Study; Writing Instruction
IDENTIFIERS- Consensus; Dialectical Reasoning

This study sought to determine the effect of four different structured group decision-making techniques in an undergraduate business communication course on the quality of a written assignment and on student reaction to the decision-making technique. The effects of gender, age, and academic intellectual ability were also investigated. The four group techniques investigated were reverse brainstorming, dialectical inquiry, devil's advocacy, and consensus. The sample consisted of 120 (64 males, 56 females) undergraduate students enrolled in four sections of a junior-senior level business communication course. Each experimental and control group consisted of four randomly assigned students. Six groups were used in each experimental decision-making technique and six groups were used as control groups. An analytical memorandum report written by the students and rated by business communication experts and a self-reporting questionnaire were used to determine the treatment effect. The control and consensus technique groups used significantly lower levels of debate and criticism. The control groups produced written documents that were of a significantly higher quality than the groups using the decision-making techniques. Consensus, devil's advocacy, and reverse brainstorming groups produced the next highest scores. Dialectical inquiry groups produced the lowest scores. In addition, gender, age, and academic intellectual ability did not correlate significantly with the quality of written document and student reaction. These results imply that business communication educators do not need to assign students to groups by gender, age, or academic intellectual ability. In fact, when using these structured group techniques in the business communication classroom, random assignment of groups is recommended. (Contains 33 references.) (JB)

ED 383 271 HE 028 384

White, Martin
Results of Mid-Tier Experience: Observation to Engagement.
PUB DATE- 21 Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *College Students; *Educational Attitudes; Elementary Secondary Education; Higher Education; Junior High Schools; Middle Schools; Program Descriptions; *Student Journals; Student Teachers; *Student Teaching; Teacher Attitudes; *Writing Skills

This paper discusses the evolution of a collaborative school-university program in which Central Michigan University college students worked with intermediate students from a local school district to help improve the pupils' writing skills. It describes the evolution of the program from a pull-out activity for seventh- and eighth-graders having difficulty with their writing to an in-class program in which the college students interacted with the entire class and often taught complete lessons. The program then expanded to the district's high school and a local alternative school. The college students involved in the program were required to work closely with the classroom teachers and keep journals of their teaching experiences. A review of journal entries found that the writing of the seventh- and eighth-graders had a significant impact on the way the college students finally viewed teaching and learning. (MDM)

ED 383 381 JC 950 305

Loane, Nancy K.; Kaplan, Gloria C.
Making Money: The Art of the Ask.
PUB DATE- 24 May 94
NOTE- 23p.; Paper adapted from a presentation at the Annual International Conference of the National Institute for Staff and Organizational Development on Teaching Excellence and Conference of Administrators (16th, Austin, TX, May 22-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Donors; *Educational Finance; *Fund Raising; Institutional Advancement; *Private Financial Support; Two Year Colleges

Although most people approach asking for donations with a high level of anxiety, $129.9 billion dollars were donated by individuals, bequests, corporations, and foundations in 1994. While corporation and foundation gifts are usually in cash, individual gifts may take the form of money, securities and real estate, art works, life insurance, or gifts in wills. Moreover, while corporations usually give to community colleges because they see them as a resource for training employees, individual motives range from religious beliefs, guilt, a desire for recognition, self-preservation, tax rewards, obligation, and pressure. Six basic steps for a successful fundraising include the following: (1) preparation, including obtaining adequate approval for fundraising and compiling information on one's own institution and project; (2) identification of such possible sources of funding as personal friends, financial advisors, corporations and foundations, business and industry clients, advisory committee members, special event audiences, staff, faculty, students, and past donors; (3) research on prospective donors to determine their ability to give; (4) cultivation of donors by involving them in campus or project activities; (5) solicitation, making sure to thank the prospect, actively involve them in the cultivation and solicitation process, determine their knowledge of the college or program, invite them to become a partner, and indicate how to achieve that; and (6) appreciation of the person and their time. (A 21-item bibliography is appended.) (BCY)

ED 383 475 PS 023 381

Anderson, Jim
Parents' Perspectives of Literacy Acquisition: A Cross Cultural Perspective.

PUB DATE- 22 Apr 95
NOTE- 25p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Differences; *Educational Attitudes; Elementary Education; Ethnic Groups; Foreign Countries; Indians; *Literacy; *Parent Attitudes; Socioeconomic Influences; Whites
IDENTIFIERS- Canada; Chinese Canadians; *Emergent Literacy

This study examined cultural differences among elementary school parents' perceptions of literacy learning. Ten parents from each of three sociocultural groups were interviewed about their attitudes toward emergent literacy: (1) white-collar Chinese-Canadians; (2) white-collar Euro-Canadians; and (3) blue-collar Indo-Canadians. It found that about 84 percent of Euro-Canadian parents' responses were congruent with an emergent literacy perspective, while 63 percent of the Indo-Canadian and 54 percent of the Chinese-Canadian parents' responses were congruent with such a perspective. The study also found that the Euro-Canadian and Indo-Canadian parents appeared to afford considerable importance to the social aspects of literacy, whereas the Chinese-Canadian parents did not. Most of the Chinese-Canadian parents held traditional views on literacy development, emphasizing the direct teaching of literacy skills. (Contains 28 references.) (MDM)

ED 383 511 RC 020 136

Flake, Carol L., Ed.
Holistic Education: Principles, Perspectives and Practices. A Book of Readings Based on "Education 2000: A Holistic Perspective."
PUB DATE- 93
NOTE- 263p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Academic Freedom; *Consciousness Raising; Cultural Pluralism; *Curriculum Development; Democratic Values; Educational Change; Educational Philosophy; *Educational Practices; *Educational Principles; Elementary Secondary Education; Environmental Education; *Experiential Learning; *Holistic Approach; Individual Development; Outdoor Education; Program Descriptions; Role of Education; Teacher Role
IDENTIFIERS- *Holistic Education; Spirituality

In 1991 a conference of holistic educators produced "Education 2000: A Holistic Perspective," a statement of what education should be and an examination of holistic theory. This book expands that work with 59 articles exploring the principles of holistic education and describing holistic education programs. Holistic education calls for creating a sustainable, just, and peaceful society in harmony with the Earth and its life, and is based on the following assumptions: (1) education is a dynamic, open human relationship; (2) education cultivates a critical awareness of the many contexts of learners' lives--moral, cultural, ecological, economic, technological, and political; (3) all persons hold vast multifaceted potentials; (4) holistic thinking involves contextual, intuitive, creative, and physical ways of knowing; (5) learning is a lifelong process; (6) learning is both an inner process of self-discovery and a cooperative activity; (7) learning is active, self-motivated, and encouraging of the human spirit; and (8) a holistic curriculum is interdisciplinary, integrating both community and global perspectives. Ten chapters containing 59 articles cover the following educational principles: educating for human development; honoring students as individuals; the central role of experience; holistic education; new role of educators; freedom of choice; educating for a participatory democracy; educating for cultural diversity and global citizenship; educating for earth literacy; and the spirituality of education. Each chapter includes articles of personal and professional reflections, as well as articles describing a holistic approach to curriculum development. Appendices include the text of "Education 2000: A Holistic Perspective," references for each chapter, and sources of previously published contributions. (LP)

ED 383 529 SE 055 220

Environmental Education: Compendium for Integrated Waste Management.

PUB DATE- Jun 93
NOTE- 214p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Curriculum Evaluation; Elementary Secondary Education; Environmental Education; *Hazardous Materials; *Recycling; *Solid Wastes; *Waste Disposal; *Wastes
IDENTIFIERS- Household Products

This compendium is a tool for bringing waste management education into classrooms. Curriculum materials gathered from across the country were reviewed by California's top environmental educators, both for correlation with the state's educational frameworks and for accuracy and completeness of waste management information. Materials that cover household hazardous wastes, recycling, and solid wastes were evaluated for appropriateness at four grade levels: K-3, 4-6, 7-9, and 10-12. Curricula are arranged in each grade level by rating. Both descriptive and evaluative information is included about each of the 44 materials that scored at or above the required B-level. Two sample pages are featured from each selected curriculum. Each evaluation includes a description of the curriculum, ordering information, a "report card," and comments from evaluators regarding the content and other areas evaluated. A key to the evaluation and the evaluation tool are presented. Significant findings are summarized in the areas of trends, content, grade level coverage, pedagogy, multilingual materials, and teacher usability. Appendices provide a description of the California Department of Education's Environmental Education Curriculum and Compendium Project (of which this is one component), conceptual matrices for environmental education, unifying concepts of environmental education, a conceptual matrix for integrated waste management, conceptual matrix framework correlations, the evaluation tool, and a listing of other curricula evaluated. (LZ)

ED 383 569 SE 056 523

Feldman, Allan
A Tale of Two "isms": Constructivism in Practice.
PUB DATE- Apr 95
NOTE- 38p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biographies; *Case Studies; *Constructivism (Learning); *Definitions; Educational Theories; Elementary Secondary Education; *Epistemology; *Science Instruction

The opinion in this paper is that there is a need to reexamine the meaning of constructivism in an age where the concept has come to mean different things to different people. This paper examines one person's understanding of constructivism in order to uncover multiple meanings of the term in ways that ultimately affect teachers' practice in K-12 education. The case study and its associated analysis is a combination of a case study that is biographical and a critical analysis of what is meant by constructivism, using personal perspectives and guided by the insight gained through the case study. Data for the case study came from the published and unpublished writings of the subject and interviews conducted with the subject. The critical analysis is in part a hermeneutic review of the literature. The paper concludes by linking various meanings of constructivism to three problematic areas: confusion over what is meant by knowledge, identification of who learners are, and the application of constructivist theories in classroom practice. (LZ)

ED 383 650 SP 035 978

Gordon, June A.
The Respectability and Changing Image of Teachers as Seen by Teachers of Color.

PUB DATE- 30 Nov 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American Anthropology Association (Atlanta, GA, November 30, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Elementary School Teachers; Elementary Secondary Education; Job Satisfaction; *Majority Attitudes; *Minority Group Teachers; Professional Recognition; Secondary School Teachers; *Social Attitudes; *Social Status; *Teacher Attitudes; Teacher Characteristics; Teacher Influence; *Teaching (Occupation); Urban Education
IDENTIFIERS- Cincinnati Public Schools OH; Long Beach Unified School District CA; People of Color; Seattle Public Schools WA

This study explored the issue of respectability and the changing image of public school teachers through interviews with 140 teachers of color in 3 urban school districts--Cincinnati (Ohio), Seattle (Washington), and Long Beach (California). Almost half the respondents felt that either the negative image or low status of teaching was one of the reasons that students of color were not entering the profession of teaching. This assessment seemed to have little to do with money and a great deal to do with self-respect as defined in terms of dress, posture, and "class." A strong consensus indicated that a professional image was important to people of color. Though reasons for this varied, they appeared to be a combination of a need to be acknowledged as a college graduate versus a laborer, and a desire to gain respect that many felt was lacking from the dominant culture. When asked whether there had been a decline in respect for teachers, participants' responses were mixed. Many perceived themselves as leaders within their communities, as professionals, and claimed that their communities and their families did respect teachers. A conclusion is that a general devaluing of teaching among the majority culture may be the most significant influence on minority teachers' sense of reduced respect. (JB)

ED 383 667 SP 036 007

Bennett, Neville; And Others
The Impact of Training and Role Differentiation on the Nature and Quality of Mentoring Processes.
PUB DATE- 95
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cooperating Teachers; Elementary Secondary Education; *Field Experience Programs; Foreign Countries; Higher Education; *Mentors; Practicum Supervision; Preservice Teacher Education; Student Role; *Student Teacher Attitudes; *Student Teachers; Student Teacher Supervisors; Student Teaching; Teacher Administrator Relationship; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Great Britain; *Protege Mentor Relationship

This study aimed to gain a greater understanding of the mentoring process in pre-service teacher training in Great Britain where recent restructuring has called for more field experience training of preservice teachers. In particular, the study examined the perspectives of, and the dialogues between, student-teachers, mentors, and supervisors. A comparative case study approach was adopted. Four schools accepting fourth-year undergraduates students in their final, 10-week teaching practice were chosen to participate. Within each school data were collected on the dialogues undertaken by mentors (class teacher, co-tutor, and supervisor) with one student teacher. Thus, in each school, data on processes included 5 annotated agendas, 5 recordings of class teacher discussions, 5 recordings of conferences, and 10 student evaluations of discussions or conferences. General findings indicated that the differentiated role structure demanded by the mentoring model was being enacted successfully. Students perceived that teachers, co-tutors, and supervisors were focusing on the content areas consistent with their role, a perception supported by analysis of the data. Class teachers focused largely on craft knowledge whereas co-tutors and supervisors emphasized different areas of the instructional design model. Co-tutors concentrated on areas such as curriculum knowledge, subject matter knowledge, and classroom events; and supervisors related more to children's learning and theories and research on teaching processes. (Contains 28 references.) (JB)

ED 383 685 SP 036 025

Askling, Berit; Almen, Edgar

Governing Schools and Developing Professionalism: Complementary or Contradictory Tasks in Teacher Education. Lararutbildningens Lilla serie No. 5.

PUB DATE- 95
NOTE- 40p.; Revised version of a paper, "Teacher Education: A Tool for State Steering and/or a Resource for Developing Professionalism," presented at the Annual SRHE conference (Brighton, England, United Kingdom, December 14-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Decentralization; *Educational Change; *Educational Trends; Elementary Secondary Education; Foreign Countries; Government Role; Government School Relationship; Higher Education; Policy Formation; Public Policy; *Reflective Teaching; School Community Relationship; Teacher Education; *Teacher Education Programs; Teacher Role
IDENTIFIERS- *Professionalization of Teaching; *Sweden

This paper examines the potential for teacher education institutions to implement a "reflection in and on action" strategy in their training programs. A central argument is that the academic context of teacher education and the "reflection" approach can support a professionalism of teachers. However, a necessary precondition is that teacher education establish fruitful co-operation with local communities and their schools. Introductory sections look at educational trends in many countries, government role, and teacher professionalization. Section 2 examines the literature on the current trend toward professionalism through reflection. Section 3 describes Swedish teacher education as an example of the implementation of this strategy. This section covers the progressive decentralization of comprehensive schools, the tradition of teacher educators as advocates for better schools, an integrated program with a diversified curriculum and staff, traditional notions of teachers' professionalization, new research-based notions of professionalization, research as a bridge between the two traditions, the agents that will shape and define professionalism, and a summary of the Swedish model. Section 4 argues that dynamic teacher education is a source for professionalism and an indirect tool for state steering. (Contains 46 references.) (JB)

ED 383 311 IR 017 166

Mangione, Melissa
Understanding the Critics of Educational Technology: Gender Inequities and Computers 1983-1993.

PUB DATE- 95
NOTE- 9p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Software Development; Computer Uses in Education; *Educational Technology; *Equal Education; *Microcomputers; Racial Differences; *Sex Bias; Sex Differences; Social Differences;

Stereotypes; Use Studies
IDENTIFIERS- *Gender Issues

Although many view computers purely as technological tools to be utilized in the classroom and workplace, attention has been drawn to the social differences computers perpetuate, including those of race, class, and gender. This paper focuses on gender and computing by examining recent analyses in regards to content, form, and usage concerns. The content of educational software packages has been critically examined to reveal partiality in their design; this encompasses differences in software design, concern for race, socioeconomic class, and gender stereotypes in the overall text, and the lack of quality evaluation of educational software to identify gender bias. Other research is rooted in theory that microcomputers have been developed through mathematics and science, typically viewed as masculine fields; an inherent bias toward male-dominated thinking results. The question of who is using computers and how they are being used has raised the issue of access. In order to ensure equity in microcomputer use, all students must have equal opportunity to learn about and use computers. While it may be apparent how differences in socioeconomic class would allow for these discrepancies in access, issues of gender become noticeable upon examination when coupled with the fact that most computers were initially associated with mathematics and science departments. This has affected the way computing is taught, the location of computers, integration of computers into schools, and use of computers in schools. (Contains 20 references.) (AEF)

ED 383 329 IR 017 184

Molenda, Michael; Olive, J. Fred III

The Educational Media and Technology Profession: An Agenda for Research and Assessment of the Knowledge Base.

PUB DATE- 95

NOTE- 12p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Media; *Educational Technology; Literature Reviews; *Professional Occupations; Professional Personnel; Standards

IDENTIFIERS- *Knowledge Bases

This report is the first effort to stake out the territory to be included in research on the profession of educational media and technology (em/t), and explore the existing knowledge base within that territory. It comprises a set of questions, the answers to which cast a light on who is in the profession, where it is going, and what useful purposes its professionals serve. Question categories include: (1) definition of the field; (2) positions held; (3) compensations versus demands; (4) professional preparation and standards; (5) communications; (6) professional organizations; (7) the workplace; and (8) external forces. Two steps are seen as being critical to establishing the knowledge base of the em/t field: surveying the literature on the profession of educational technology and assessing the literature for adequacy, gaps, and obsolescence. The first step is reported here in the form of a selected bibliography of 100 works about the profession. It is based on a larger database of approximately 495 citations, that is published separately by Educational Technology Publications as "The Educational Technology Profession: A Bibliographic Overview of a Profession in Search of Itself" by J. Fred Olive. The second step is a larger task that still remains, and other scholars are invited to join in the endeavor. (Author/MAS)

ED 383 400 JC 950 328

1995-1998 Long Range Plan.

PUB DATE- Jul 95
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); College Administration; College Governing Councils; *College Planning; Community Colleges; Institutional Mission; *Long Range Planning; Management by Objectives; *Mission Statements; *Organizational Objectives; *Participative Decision Making; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Pennsylvania College of Technology

At Pennsylvania College of Technology (PCT), in Williamsport, long range planning is used to define institutional philosophy and mission and determine strategies to make the best use of available resources and implement actions to fulfill institutional mission. This document presents PCT's long-range plan for 1995-98 in three parts. Following an introduction, the first part reviews the structure and use of the plan; provides PCT's philosophy, mission, and vision statements; and discusses the college's major initiatives for the 1995-96 academic year. Part II lists college goals and tasks for the following five areas: instruction, student support, academic support, institutional support, and public support. Each area includes individual goals, lists of tasks to reach the goals, and a status report on any achievements or accomplishments that occurred from the period July 1, 1994 to June 30, 1995. The goals presented in this part are related to outcomes assessment, student retention, student life, program evaluation, staff development, human resources, physical plant, and technical consultation. Finally, part III provides a planning manual for PCT staff, detailing the processes for research and evaluation; for revising the college's philosophy, mission statements, and goals; for creating, revising, and reporting long range planning task statements; and for developing objectives. (MAB)

ED 383 439 PS 023 290

Healthy Meals for Healthy Americans Act of 1994 (Commodity Letter of Credit--CLOC). Hearing on H.R. 8, before the Subcommittee on Department Operations and Nutrition of the Committee on Agriculture. House of Representatives, One Hundred Third Congress, Second Session.

PUB DATE- 9 Jun 94

NOTE- 108p.; Serial No. 103-74. For additional reports, see ED 373 892 and ED 373 894.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Elementary Secondary Education; Federal Legislation; *Federal Programs; *Food Service; Food Standards; Hearings; *Nutrition; Nutrition Instruction; Pilot Projects; Program Costs; Program Improvement; School Activities

IDENTIFIERS- Child Nutrition Act 1966; Commodity Distribution Program; Congress 103rd; *Healthy Meals for Healthy Americans Act 1994; National School Lunch Act 1946; Reauthorization Legislation

These hearings transcripts present discussions on amendments offered by the Committee on Education and Labor to H.R. 8, the Healthy Meals for Healthy Americans Act of 1994, which will reauthorize and improve the national school lunch program and the child nutrition programs under the National School Lunch (NSL) Act and the Child Nutrition Act of 1966. Statements and testimony are presented for the following: (1) Senator Charles Stenholm (Texas); (2) Senator William Goodling (Pennsylvania), who emphasized that the national school lunch program should expand to serve a larger number of children; (3) Ellen Haas, assistant secretary of Food and Consumer Services, Department of Agriculture, who advocated improving the distribution of commodities; (4) Pat Holstein, director of food service of a South Carolina school district; (5) Marilyn A. Hurt, the chair of the public policy and legislative committee of the American School Food Service Association; (6) Catherine Miller, the president of the American Commodity Distribution Association; and (7) Richard Pasco, vice-president of government affairs of the National Pork Producers Council. (AP)

Olmsted, Patricia P.; Lockhard, Shannon
Do Parents and Teachers Agree? What "Should" Young Children Be Learning?
PUB DATE- 95
NOTE- 9p.; Reprinted from "High/Scope ReSource," Winter 1995.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cross Cultural Studies; Cultural Differences; *Educational Attitudes; Foreign Countries; Interpersonal Competence; Language Skills; Parent Attitudes; *Parents; Preschool Children; *Preschool Curriculum; Preschool Education; *Preschool Teachers; Psychomotor Skills; Self Evaluation (Individuals); Self Expression; Teacher Attitudes
IDENTIFIERS- Hong Kong; Nigeria; Poland; Rank Order; United States

A study compared how parents and teachers in the United States, Hong Kong, Nigeria, and Poland ranked in order of importance a list of 8 skills categories for 4-year-olds to learn in preschool. The categories were language skills, motor/physical skills, pre-academic skills, self-assessment skills, self-expression skills, social skills with adults, social skills with children, and self-sufficiency skills. Surveys of teachers and parents in each of the four countries found that teachers in the United States generally ranked social skills with peers as most important, teachers in Nigeria ranked pre-academic skills as first, teachers in Poland ranked motor/physical skills as first, while teachers in Hong Kong ranked self-sufficiency and language skills tied for first place. The study also found that parents in Hong Kong and Nigeria ranked pre-academic skills as first, while parents in the United States and Poland ranked social skills with peers as first. (MDM)

ED 383 494 RC 019 756

Henderson, Karla A.; Bialeschki, M. Deborah
The Status of Evaluation in ACA Accredited Camping Programs.

PUB DATE- Jan 94
NOTE- 10p.; In: Coalition for Education in the Outdoors Research Symposium Proceedings (2nd, Bradford Woods, IN, January 14-16, 1994); see RC 019 747.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Camping; *Evaluation Methods; Evaluation Utilization; Program Administration; *Program Evaluation
IDENTIFIERS- *American Camping Association

Questionnaires covering evaluation strategies and practices were sent to directors of 200 camps accredited by the American Camping Association. Half received questionnaires designed to collect quantitative data in the form of yes/no responses and Likert scales; the other half received qualitative questionnaires covering the same information in an open-ended format. Responses were received for 54 quantitative and 31 qualitative instruments. Although the response rate for qualitative questionnaires was low, their use in conjunction with similar quantitative questionnaires provided an interpretive framework for the numerical data collected. All camp directors indicated some type of evaluation process ranging from highly structured procedures to fairly informal processes. Virtually all camps evaluated staff, administrative procedures, facilities, and the camping program at least once a year. The major responsibility for evaluation fell upon the director in most cases. Program improvement and planning were the major reasons for evaluation, with less concern given to accountability. Most evaluation data were collected through questionnaires, interviews, and observations. Only one-fourth of directors used statistical techniques to analyze data. Evaluation results were discussed with staff and administration in 92 percent of camps, with board members in 54 percent, and with parents and campers in 15-19 percent. About half of the directors wrote reports and summaries. Most directors said they had learned about evaluation through doing, and less than half had any evaluation training. (SV)

ED 383 548 SE 056 253

Thomas, David A., Ed.
Scientific Visualization in Mathematics and Science Teaching.
PUB DATE- 95
NOTE- 293p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Collected Works - General (020)
DESCRIPTORS- Calculators; Computer Software; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Graphs; *Mathematics Instruction; *Science Instruction; *Technology Education; *Visualization
IDENTIFIERS- Graphing Utilities

Science and mathematics educators are expected to use existing educational technologies effectively and to keep informed about emerging technologies that might become important educational tools in the not-so-distant future. This monograph offers some help in that regard by highlighting a number of existing and emerging educational technologies. Chapters are: (1) "The Power of Visualization: The Impact of Graphing Technology on the Secondary Mathematics Curriculum," L. E. Yunker; (2) "Using Graphing Calculators to Teach High School Mathematics," L. Kaber & K. Longhart; (3) "Advanced Technologies as Educational Tools in Science: Concepts, Applications, and Issues," D. D. Kumar, P. J. Smith, S. L. Helgeson, & A. L. White; (4) "Videodisc Technology: Applications for Science Teaching," D. R. Lavoie; (5) "Computer Visualization: New Window on Mathematics," D. A. Thomas & M. Mitchell; (6) "Visualizing Computer Science," R. J. Ross; (7) "Getting Started With Supercomputing: An Approach for High School Students," D. W. Hyatt; (8) "Scientific Visualization in Chemistry, Better Living through Chemistry, Better Chemistry through Pictures: Scientific Visualization for Secondary Chemistry Students," R. R. Gotwals, Jr.; (9) "The National Education Supercomputer Program," R. Enderton & B. Lindow; (10) "New Mexico High School Supercomputing Challenge," M. S. Foster; (11) "Sharing Multiple Complementary Representations in the Teaching of Science," N. H. Sabelli & I. S. Livshits; (12) "Education and Collaboration in an Evolving Digital Culture," D. J. Cox; (13) "The Hypergraphics Honors Seminar at Illinois," G. K. Francis; and (14) "A Syllabus For Scientific Visualization," A. Pang. (MKR)

ED 383 591 SO 024 802

Martini, Mary

Peer Dynamics among Marquesan School-Aged Children.

PUB DATE- 94
NOTE- 21p.; For related papers, see SO 024 799-803. Paper presented at the Annual Meeting of the American Anthropological Association (Washington, DC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Conflict Resolution; Elementary Education; Foreign Countries; Group Activities; *Group Behavior; *Group Dynamics; Group Experience; Group Membership; Groups; Group Structure; *Interpersonal Relationship; *Peer Groups; *Peer Influence; Peer Relationship; Sanctions; Social Behavior; Social Control; Social Environment; Social Influences; Socialization
IDENTIFIERS- *French Polynesia (Marquesas Islands)

This research describes an observation study of 100 children, ages 9-13 years, on the island of 'Ua Pou, Marquesas Islands, French Polynesia. The children were in a French government boarding school in the main valley of the island. Complex, sophisticated group processes among the Marquesan children were observed. The role structures of the group are explained and roles are seen to fit together to produce coordinated group action. The process of starting a large group game is used to illustrate the points of group dynamics. Marquesan peer dynamics are found to differ greatly from the interpersonal dynamics children come in contact with in their formal French schooling. Polynesian children have been found to spend much time together in unsupervised peer groups. They also teach each other major lessons about how to get along with others. (EH)

ED 383 346 IR 017 201

Wilson, Brent G.

Situated Instructional Design: Blurring the Distinctions between Theory and Practice, Design and Implementation, Curriculum and Instruction.

PUB DATE- 95

NOTE- 14p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Constructivism (Learning); *Context Effect; Curriculum Development; *Guidelines; *Instructional Design; Instructional Materials; Program Implementation; Theory Practice Relationship

IDENTIFIERS- *Situational Decision Making

A view of situated instructional development (ID) is presented which incorporates a constructivist, situated view of learning and expertise, while at the same time viewing the ID process itself in situated terms. The purposes of this paper are to offer several reflections about the relationship between design and implementation of learning environments and instructional products, and to offer a number of specific recommendations for practicing ID from a situated/constructivist perspective. Several points of reflection are offered pertaining to the practice of ID as it relates to real-world contexts: (1) implementation and design are ultimately inseparable; (2) questions of curriculum and value are central; (3) deciding upon a design solution and making decisions within that framework is a highly situated activity; (4) instruction should support learners as they become efficient in procedural performance and deliberate in their self-reflection and understanding; and (5) successful programs must seek to make complex performance do-able while avoiding the pitfalls of simplistic proceduralization. A workable ID model must combine the two critical factors of effective, creative design and efficient management and control. Situated ID mixes up the traditional roles of subject matter expert, designer, and teacher and student in the design process. Guidelines for doing situated/constructivist ID are presented in terms of: general methodology; needs assessment; goal/task analyses; instructional development strategy; media selection; and student assessment. In conclusion, the pros and cons of the situated model are outlined. One table and one figure illustrate the concepts. (Contains 36 references.) (MAS)

ED 383 364 JC 950 286

A Perspective on Faculty Responsibilities: Suggestions for Local Senates.

PUB DATE- 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board of Education Policy; *College Governing Councils; Community Colleges; Educational Legislation; Faculty College Relationship; Faculty Development; Peer Evaluation;

*Policy Formation; Professional Development; Scholarship; School Policy; *Teacher Responsibility; *Teacher Role; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Designed for use by local academic senates at community colleges in California, this paper describes faculty involvement in governance at the colleges, cites areas of faculty responsibilities, and provides suggestions for increasing faculty participation. Following introductory materials, a brief history is provided of community college faculty involvement in governance and policymaking from 1963 to 1992, reviewing the foundation of local academic senates in 1963 and other key legislation designed to give faculty a voice in governance. Faculty responsibilities and expectations are defined next, covering legal requirements for faculty involvement in ensuring effective hiring processes, effective evaluation and tenure review processes, effective curriculum processes, and faculty involvement in policy development and implementation. The paper then reviews responsibilities of administrators, academic senates, and collective bargaining agents, and suggests four categories of professional activities which higher education faculty perform beyond classroom responsibilities: individual and collective pedagogical development; local and statewide policy development; scholarship; and student/community service. Finally, suggestions are made for promoting greater faculty participation including: (1) establish professional expectations in relation to the four categories; (2) develop mechanisms to promote faculty fulfillment of professional expectations in tenure review and peer evaluation; (3) implement reassigned time policies; (4) create professional development policies using faculty responsibilities criteria for awarding funds; (5) establish sabbatical leave policies with professional expectation components; and (6) implement policies and practices which support new faculty. Excerpts from state educational legislation, and position statements on collegiality and academic senates are appended. (KP)

ED 383 419 PS 023 126

Organizational Culture of Secondary Schools and Students'
  Academic Progress.

PUB DATE- Apr 94
NOTE- 9p.; Some pages contain very small type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Achievement; *Academic Failure; *Case Studies; Dropouts; *Educational Environment; Foreign Countries; Interaction; Objectives; *Organizational Climate; Participation; Satisfaction; *Secondary Education; Success; Values
IDENTIFIERS- Quebec

This newsletter reports the results of a study that explored the relationship between the organizational culture of secondary schools and students' progress, that is success, failure, and dropout. Three secondary schools were examined in the study, and the results showed that the organizational culture of schools is a useful concept for understanding schools as a "living environment." The three case studies supported the initial hypothesis that a strong organizational culture including shared values and goals, dynamism, commitment, and participation is related to better academic results and lower failure and dropout rates. A summary chart of the three schools' cultures is presented. School culture indicators presented on the chart are: introduction to the school, administration, curriculum, socio-economic environment, history of the school, prevailing human and educational values, team spirit and conflict resolution, evidence of the school's cultural life, sense of belonging and satisfaction, nicknaming and interpersonal relations, school image, leadership, educational project, academic progress, students' opinion about their school, and data of the Quebec Department of Education. (WP)

ED 383 613 SO 024 943

Visual Arts and Gender Equity.
PUB DATE- 95
NOTE- 64p.; Papers presented at the Annual Visual Arts and Gender Equity Conference (Adelaide, South Australia, November 25-26, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Collected Works - Proceedings (021)

DESCRIPTORS- Art; *Art Education; Artists; Childrens Art; Elementary Secondary Education; Equal Education; Females; Foreign Countries; *Visual Arts; Womens Education; *Womens Studies
IDENTIFIERS- Australia; Deconstruction; Postmodernism; Textiles

This journal theme issue focuses on Visual Arts and Gender Equity with particular emphasis on art education. Articles include: (1) "Gender Equity and Visual Arts Education" (Lee Emery); (2) "Deconstruction: A Methodology for Exploring Dominant Ideologies and Gendered Relations in the Visual Arts" (Annie Reid); (3) "Advocating a Gender Inclusive Curriculum in the Visual Arts: Politics, Pedagogy, Postmodernism" (Julie Rosewarne Foster); (4) "Western Philosophy and Women Artists: Inferior, Subordinate, Private, and Other" (Penelope Collet); (5) "Gender and the Practice of Textiles" (Kay Lawrence); (6) "Gender Differences in Children's Drawings" (Cathy Speck); and (7) "Considering Gender Equity Policy and Recent Debates in Relation to Arts Education" (Sue Davis). (MM)

ED 383 631 SO 024 993

Heneveld, Ward
Planning and Monitoring the Quality of Primary Education in Sub-Saharan Africa. AFTHR Technical Note No. 14.
PUB DATE- Mar 94
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Area Studies; Change Strategies; *Educational Change; Educational Improvement; Educational Innovation; *Educational Planning; Educational Policy; *Educational Quality; Effective Schools Research; *Elementary Education; Foreign Countries; School Effectiveness; *Strategic Planning
IDENTIFIERS- *Africa (Sub Sahara)

This report is based on the conviction that improvements in the quality of education must focus on the school as the unit of change. Through a review of the qualitative research literature on school improvement and the more quantitative literature on school effectiveness, a conceptual framework that identifies generic factors that determine school effectiveness is formulated. Drawing from the literature, detailed definitions, and indicators relevant to Sub-Saharan Africa are presented for each of the factors. Using examples the paper outlines how the conceptual framework of factors, definitions, and indicators can be used in the region to plan improvements in the quality of primary education, to conduct situation analyses and sector work on school quality, and to monitor and evaluate educational reforms. The paper concludes with an assessment of the strengths and weaknesses of these materials and a reminder that they must be adapted locally if they are to prove useful in improving the quality of education for Africa's children. The document has six chapters, a bibliography, and four annexes. The chapters include: (1) "Introduction"; (2) "The Conceptual Framework: Problems, Definitions, and Assumptions"; (3) "Using the Conceptual Framework for Planning How to Improve the Quality of Primary Education"; (4) "Using the Conceptual Framework for Situation Analyses and Sector Work on the Quality of Primary Education"; (5) "Using the Conceptual Framework for the Monitoring and Evaluation of Educational Reforms"; and (6) "Conclusion." The Annexes include: (1) "Factors that Determine School Effectiveness"; (2) "Indicators of Effective Primary Schools in Zimbabwe"; (3) "Materials for a Sector Study on the Quality of Primary and Secondary Education in Madagascar"; and (4) "Profile of a Primary School in CISCO Antananarivo-Ville, Madagascar." Contains 15 pages of references. (EH)

ED 383 272 HE 028 385

Calleja, James, Ed.
International Education and the University.
PUB DATE- 95
NOTE- 262p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Curriculum; Colleges; Distance Education; Foreign Countries; *Global Approach; *Global Education; *Higher Education; Institutional Role; *International Education; International Organizations; Multicultural Education; Program Descriptions; Universities
IDENTIFIERS- Brazil; Europe; Greece; Japan; Nigeria; *Peace Education; Peace Studies; Philippines; Tunisia; *UNESCO; United States

This collection of 15 essays discusses the integration of international education into higher education, focusing on the role of the United Nations Educational, Scientific, and Cultural Organization (UNESCO) and specific international education programs and activities at various institutions. Essays include: (1) "UNESCO's Approaches to Prompting International Education at the Level of Higher Education" (Dumitru Chitoran and Janusz Symonides); (2) "UNESCO Associated Universities Project" (Bernd Hamm); (3) "International Education: A Common Direction for Our Future" (James Calleja); (4) "An Institutional Framework for International Education" (Marlene Saliba); (5) "Peace Education: A World Perspective for the 1990s" (Ake Bjerstedt); (6) "Peace Studies in the United States at the University and College Levels" (Ian M. Harris); (7) "International Education and Higher Education in Brazil" (Brazilian National Commission for UNESCO); (8) "Peace Education in Japanese Universities" (Hideo Fujita and Takehito Ito); (9) "International Education: The Nigerian Experience" (Eniola O. Adeniyi); (10) "Education for Peace and Human Rights in Greece" (Dumitra Papadopoulou); (11) "Developing International Education in Tunisia" (Fatma Haddad-Chamakh); (12) "Integrating International Education into Higher Education: The Experience of the European University Centre for Peace Studies" (Josef Binter); (13) "Distance Learning and Peace Studies" (Roongtham Sujithamrak); (14) "Building a Peace Education Programme in the Philippines: Critical Reflections on the Notre Dame University Experience" (Toh Swee-Hin and others); and (15) "Multicultural and Global Education" (Marcel van Spaandonck). (MDM)

ED 383 291 IR 017 146

Chung, Jaesam; Davies, Ivor K.

An Instructional Theory for Learner Control: Revisited.

PUB DATE- 95
NOTE- 16p.; In: Proceedings of the 1995 Annual National Convention of the Association for Educational Communications and Technology (AECT), (17th, Anaheim, CA, 1995); see IR 017 139.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decision Making; Educational Environment; Instructional Improvement; *Learner Controlled Instruction; Learning Processes; Learning Strategies; *Learning Theories; Student Characteristics; Student Motivation; *Teacher Role

This study develops a prescriptive theory of learner control for educators to support the learner's decision making in the learning process and to manage more efficiently their instructional processes. The theoretical framework of learner control in conjunction with the self-regulation of learning, learner characteristics, and learner motivation may make educators and instructional designers understand why it may be effective to allow learners to have some control over the learning process. It is assumed that the development of an instructional theory for learner control would answer some needs of the information society. This theory would facilitate educations' new roles by providing practical guidelines for more effective instructional management. The major questions of the study considered important factors for empowering learners and the functional relationship among these factors; learners' decision making roles and the educator's role in supporting the learning process; and when learner-controlled strategies are recommended. The results are composed of two descriptive conceptual models and a prescriptive instructional theory for learner control which includes four instructional models. The following conclusions are derived from the results: (1) the three major variables affecting learning process and learning control decisions are condition variables, method variables, and outcome variables; (2) the critical variables which influence learner control decision are experience and importance of task; (3) a learner's role is to be an active participator with self-regulation skills; (4) the role of an educator is to be a facilitator and mediator of learning ; (5) there are four instructional conditions of learner control theory and four instructional models for matching each instructional situation; and (6) there are several critical success factors (CSFs) which are vital to the success of the instructional theory. (Contains 45 references.) (AEF)

ED 383 382 JC 950 307

The Impact of Developmental Education on Student Progress: A Three Year Longitudinal Analysis.

PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; College English; College Mathematics; Community Colleges; *Developmental Studies Programs; *Outcomes of Education; *Program Effectiveness; *Remedial Programs; School Holding Power; Student Characteristics; Two Year Colleges
IDENTIFIERS- Sinclair Community College OH

To examine the effects of developmental and remedial course participation on student retention and academic performance, Sinclair Community College, in Ohio, undertook a study of outcomes after 3 years for the 1,798 first-time, degree or certificate students who enrolled in fall 1990. Students were grouped based on need for remedial coursework and participation in remedial courses, while performance measures included ratio of credit hours earned to those attempted, cumulative grade point average (GPA), and selected grades. Study findings included the following: (1) overall, 40.4% of the cohort were still enrolled by spring 1993; (2) students who took all recommended developmental courses had a higher retention rate than those who took some recommended courses, who took no courses, and who did not need remediation; (3) students who took all recommended coursework had a higher ratio of credit hours attempted and were more likely to succeed in English and math courses than those who took only some or none of their recommended coursework; (4) academic success measured by GPA could not be predicted by developmental course participation, since credit hours in developmental classes are not included in cumulative records; and (5) with respect to performance in college-level English and mathematics courses, students who took recommended developmental courses performed at a satisfactory level in their subsequent coursework, though not better than those with higher placement scores. (Data tables are appended.) (KP)

ED 383 476 PS 023 383

Velazquez, Sheila Roman, Ed.
Seamless Transitions: Collaborations That Benefit Children and Their Families Making the Move from Preschool to Early Elementary.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 87p.; Paper includes proceedings from Early Childhood Clinics in collaboration with the New England Kindergarten Conference (White Plains, NY, October 15, 1992 and Randolph, MA, November 19, 1992). Also includes profiles of sites actively working on smoother transitions.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperation; Educational Attitudes; Elementary Education; *Partnerships in Education; Pilot Projects; Preschool Education; Program Descriptions; Program Evaluation; Resource Materials; *School Readiness; *Student Adjustment; *Transitional Programs

This report summarizes the proceedings of two clinics on early childhood clinics and provides descriptions of successful preschool-to-elementary transition programs. The two clinics brought together Head Start representatives, public and private day care personnel, elementary school teachers and administrators, state department of education staff, university faculty, consultants, and parents to: (1) identify key components of an effective transition policy; (2) provide an opportunity for relationship-building among attendees; (3) highlight efforts to bring together the various agencies and individuals that are supportive of young children and families; and (4) start teams on the road to initiating seamless transitions in their communities. Descriptions of 10 transition programs in 6 states are provided, as well as a list of clinic participants and clinic agendas. Three appendices outline techniques for documenting the transition process, and briefly describe 12 early childhood programs excerpted from the annual National Diffusion Network catalog "Educational Programs That Work." Contains 80 references. (MDM)

ED 383 530 SE 055 262

Burnett, Robin
The Pillbug Project: A Guide to Investigation.
PUB DATE- 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Entomology; Grade 2; Learning Activities; Primary Education; *Science Activities; Science Education; *Science Process Skills; Science Projects; Student Projects; Worksheets
IDENTIFIERS- Hands On Science

This document presents a science project appropriate for lower elementary grades which is intended to introduce the ways of science, not to give established information or teach specific procedures. Each activity (corresponding to 10 days) contains three sections: teacher notes, teacher narrative, and research notes. Sample activities include: (1) what do pillbugs look like and where do they live? This is a day of exploring and examining; (2) How do pillbugs act and how do individuals vary? This is a day for observing and honing powers of observation; and (3) the PILLows, PIllars, and PILgrims set up observation stations today. The "Patricia Pillbug" story begins. Teacher notes give background on the activity and suggestions for organizing student activity and setting up the day's materials. Possible discussion questions are included to help guide students' curiosity and thinking. The teacher narrative can guide the presentation to students. The pages of the research notes are intended to be reproduced as handouts to guide students through the project activities. (MKR)

ED 383 570 SE 056 524

Watters, James J.; Ginns, Ian S.

Origins of, and Changes in Preservice Teachers' Science Teaching
  Self-Efficacy.

PUB DATE- Apr 95
NOTE- 24p.; Paper presented at the Annual Meeting of the National
  Association for Research in Science Teaching (San Francisco,
  CA, April 22-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Early Childhood Education; Elementary Education;
  *Elementary School Teachers; Foreign Countries; *Preservice
  Teacher Education; *Science Instruction; *Self Efficacy
IDENTIFIERS- Australia; Preservice Teachers

This paper reports on a part of a study of factors that contribute to science anxiety and science teaching self-efficacy among preservice primary and early childhood teachers. The experience and beliefs of primary and early childhood preservice teachers at an Australian University were explored in an ethnographic research tradition. In all, 366 students from four cohorts were studied. Two of the cohorts were undertaking a content oriented Science Foundations course that focused on matter and energy concepts. A third cohort undertook a Science Curriculum course that concentrated on science teaching methods, and the fourth cohort represented a smaller group of post-baccalaureate students who completed a combined content-methods course. The salient outcomes revealed that personal science teaching self-efficacy was associated with negative high school experiences and could be improved in situations where individual students experienced support and an appropriate learning environment. Outcome expectancy also could be improved through experiences in which students successfully implemented teaching programs to children. Analysis of qualitative data revealed interesting contrasts between students. A series of assertions about the causative factors that may influence the development of students' sense of self-efficacy were derived from an analysis of the data. Contains 46 references. (Author/LZ)

ED 383 668 SP 036 008

Gijselaers, Wim H.; Nuy, Herman

Effects of Motivation on Students' Ratings of Tutor Behavior.

PUB DATE- 22 Apr 95

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Business Education; College Faculty; College Students; Fear; Foreign Countries; Higher Education; Incentives; Self Motivation; *Small Group Instruction; *Student Attitudes; *Student Evaluation of Teacher Performance; *Student Motivation; Teacher Student Relationship; Tutorial Programs; *Tutors

IDENTIFIERS- *Limburg State University (Netherlands); Tutor Role

This study, which took place in Maastricht (Netherlands), examined whether motivation affects the reliability of students' ratings about tutor behavior and whether different types of students have different expectations about tutor behavior. Four types of motivation were measured: intrinsic, extrinsic, and achievement motivation, and fear of failure. In addition, students' expectations about the importance of certain elements of tutor behavior were investigated. Student evaluation of instruction surveys were administered in 3 first-year courses in economics and business at the University of Limburg to 28 tutor-led small groups of 12 students each. The survey asked students to evaluate the performance of their small group's tutor. A total of 253 students completed the forms. Results showed that motivation was significantly, though weakly, related to students' ratings and students' expectations of tutor behavior. In addition, evaluations of tutor behavior were significantly correlated with intrinsic motivation, i.e., students' interest in course subject matter. Examination of the gap between students' perception of what tutors actually do and what tutors ought to do was found to be related to fear of failure. That is, the more students were afraid to fail, the less a tutor did what the student thought he/she ought to do and the more the student depended on the tutor's supportive role. (Contains 11 references.) (JB)

ED 383 686 SP 036 026

Bjerstedt, Ake
Teacher Training in Relation to Peace Education in Schools: Views Expressed by Members of the PEC Network. Peace Education Miniprints, No. 67.
PUB DATE- Nov 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Field Experience Programs; Foreign Countries; Higher Education; Inservice Teacher Education; *Peace; Preservice Teacher Education; Program Design; Questionnaires; *Teacher Education Curriculum; Teaching Methods
IDENTIFIERS- *Peace Education; *Peace Education Commission; Sweden

This study did a preliminary examination of Peace Education Commission (PEC) members' views on teacher training in relation to peace education in schools. A questionnaire was mailed to all PEC members and 75 questionnaires were returned from 33 different countries. Findings included the following: (1) teacher training is of great importance; (2) training related to peace education should be included in both basic teacher training and in-service training; (3) little is currently done in teacher training related to peace education; (4) a broad-range policy for teacher training covering several approaches to peace education received strong support from the respondents; (5) with regard to how peace education should be related to the total system of teacher education, a clear majority (60 percent) favored a combination of special courses on peace education within basic teacher training as well as promoting peace education objectives and procedures in a number of different courses in basic teacher education; (6) 41 respondents could not recommend a peace education handbook; and (7) many saw significant risks and difficulties in developing peace education. Finally, a variety of ideas were presented on how to promote the idea of teacher training for peace education. (Contains 22 references.) (JB)

ED 383 592 SO 024 803

Martini, Mary
Gentleness and Violence in the Pacific: A View from the Marquesas Islands.
PUB DATE- 94
NOTE- 28p.; For related papers, see SO 024 799-802. Paper presented at the Association for Social Anthropology in Oceania Meetings (Molokai, HI).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; Antisocial Behavior; *Conflict Resolution; Emotional Response; Foreign Countries; Group Dynamics; Interpersonal Communication; *Interpersonal Relationship; *Peer Influence; Problem Solving; Social Control; *Social Values; *Violence
IDENTIFIERS- *French Polynesia (Marquesas Islands); Pacific Region

This research reports on an ethnographic study of Marquesas Islanders and their concepts of violent and aggressive behavior. The study interviewed six mothers about their children's behavior at three stages of early life: (1) infants and toddlers; (2) school-aged children; and (3) adolescents. Analysis of the research suggests that violence is configured differently in the Marquesas Islands. Children roughly test each other's abilities to stand up to hazing. When a child is able to put up with social teasing and unwarranted attacks, others say the child has grown up and joined the group. Humor in the face of hazing indicates that the initiate wants very much to be in the group. Americans and Western Europeans use aggression to accentuate individuality. Marquesans appear to use this to test group solidarity. (EH)

ED 383 687 SP 036 028

Juul, Thomas P.
Community and Conformity: A National Survey Contrasting Rural, Suburban, and Urban Lesbian, Gay Male, and Bisexual Public School Teachers.
PUB DATE- 21 Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For related paper, see SP 036 022.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Community Influence; Conformity; Differences; Elementary Secondary Education; *Homosexuality; Job Satisfaction; *Lesbianism; National Surveys; Public School Teachers; *Regional Characteristics; Rural Schools; Sex Differences; Sex Role; *Sexual Identity; Sexuality; Suburban Schools; Teacher Attitudes; Teacher Characteristics; Urban Schools
IDENTIFIERS- *Bisexuality; *Homosexual Teachers; Job Stress; Sexual Attitudes; Sexual Orientation

This study used data from a national survey of homosexual and bisexual public school teachers to explore differences among participants in rural, suburban, and urban schools. A survey was sent to 1,350 participants through national, state, and urban based gay teacher organizations. Of those sampled, 904 responded. Findings included the following: (1) 15 percent of the sample population described themselves as teaching in rural school districts, and nearly 60 percent of these rural teachers were lesbians; (2) both rural and urban teachers demonstrated similar concerns and dissatisfaction regarding pay, isolation, and other work factors; (3) rural teachers were significantly more satisfied with working conditions than either urban or suburban teachers; (4) gay suburban and rural teachers were significantly more stressed and less open than urban teachers about their sexual orientation; (5) rural teachers indicated a higher rate of depersonalization from their students, a higher level of emotional exhaustion, and a lowered sense of personal accomplishment from teaching than either urban or suburban teachers; (6) rural and suburban teachers were significantly less open, more fearful of exposure, less accepting of their identities, and different in their overall sense of identity than urban teachers; and (7) rural teachers have experienced the highest rate of deaths related to acquired immune deficiency syndrome. (JB)

ED 383 705   SP 036 060

Drummond, Robert J.; Drummond, Heather A.
Fall 1994 Interns Evaluation of Their Preservice Program.

PUB DATE- 95
NOTE- 98p.; For a related evaluation, see SP 036 058-059.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Feedback; Field Experience Programs; Higher Education; Internship Programs; *Preservice Teacher Education; Program Effectiveness; *Program Evaluation; Self Esteem; Student Characteristics; *Student Teachers; *Student Teaching; Teacher Characteristics; Teacher Competencies; Teacher Interns
IDENTIFIERS- *University of North Florida

As part of the continuous evaluation of the teacher training program at the University of North Florida, the fall 1994 interns were asked to provide feedback on their experiences. They were asked to complete a questionnaire at the end of the internship in which they rated their confidence in performing the skills and competencies needed for teaching, but also asked to write about their peak experience, their worst experience, their strengths and weaknesses, and the experience from which they learned the most. Of the interns, 180 responded to the survey; 87 were female, 21 were male; 9 were minority group members. The results indicated that overall the interns felt confident about their ability to teach but perceived weaknesses in working with special needs students in the regular classroom, classroom management, and conferencing with parents. They saw as their strengths their instructional skills and knowledge and their creativity and flexibility. They recommended that the program include more field experiences, more multicultural experiences, and that the faculty be more "reality based" rather than so theoretical. Ten appendices provide verbatim data on peak experience, situation that led to most growth, most negative experience, what should have been taught, major strengths, major weaknesses, incident that helped the intern grow, suggestions for program improvement, metaphors and similes, and demographic and confidence ratings. (JB)

ED 383 724   TM 023 145

Boldt, Robert F.; Oltman, Philip K.
Multimethod Construct Validation of the Test of Spoken English. Report 46.
PUB DATE- Dec 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiotape Recordings; *Construct Validity; Correlation; *English (Second Language); Factor Structure; *Interrater Reliability; *Language Proficiency; Multidimensional Scaling; Performance; Scores; *Scoring; Test Construction
IDENTIFIERS- Exploratory Factor Analysis; *Test of Spoken English

Administration of the Test of Spoken English (TSE) yields tapes of oral performance on items within six sections of the test. Trained scorers subsequently rate responses using four proficiency scales: pronunciation, grammar, fluency, and overall comprehensibility. This project examined the consistency of statistical relations among TSE scores with the measurement constructs these scores purport to reflect by examining dimensions underlying the scores. Multidimensional scaling analyses revealed that three-dimensional solutions fit the scale intercorrelations with low stress values and that the coordinates of the scales fell into three clusters in three-dimensional space, those clusters being defined primarily by test section rather than by proficiency scales. An exploratory factor analysis revealed that a single dimension dominated the variation of the 18 section-scale scores. However, when tapes for the scale scores with substantial discrepancies were rerated, agreement between the order of original and rerated scale scores far exceeded chance. This indicated that raters were able to modify their judgments according to the scale being rated. Subsequent exploratory factor analysis indicated that both section and scale factors contribute to score variation. The factors were highly correlated, and the predominance of the single factor in the exploratory analysis was seen as arising from those correlations. Six tables present analysis results. (Contains 12 references.) (Author/SLD)

ED 383 745 TM 023 265

Martens, R. L.; And Others
Comparing Study Outcomes from Different Learning Environments for Statistics. OTIC Research Report 65.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Distance Education; Educational Environment; Foreign Countries; Higher Education; *Individual Differences; *Interaction; Lecture Method; Outcomes of Education; Printed Materials; Reading Comprehension; *Statistics
IDENTIFIERS- Belgium; *Embedded Support Devices

In this report, the effectiveness of prototypes of interactive learning environments (ILEs) is compared with printed learning environments or traditional face-to-face lectures. The learning content for all conditions was a course on inferential statistics for first-year college students. In the learning materials, a clear distinction was made between the basic content and embedded support devices (ESDs) that are expected to support learning. The prototypes differed in the extent to which they supported interactivity in manipulating the ESD and the degree of discernability of the ESD. In a large empirical study involving 502 Belgian college students, ILEs were compared with learning environments based on printed materials and traditional lectures. Results indicate that there are no differences in learning outcomes when the conditions are compared. They also show the role of ESDs and the significant aspects of individual differences among students on study outcome. Three tables summarize study findings. (Contains 36 references.) (Author/SLD)

ED 383 767 TM 023 315

Schumacker, Randall E.; Denson, Kathleen B.

Interpreting Significant Discrete-Time Periods in Survival Analysis.

PUB DATE- Apr 94
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Interaction; *Prediction; Predictor Variables; *Research Methodology; Simulation; Special Education; *Time Factors (Learning)
IDENTIFIERS- *Discrete Time Survival Analysis

Discrete-time survival analysis is a new method for educational researchers to employ when looking at the timing of certain educational events. Previous continuous-time methods do not allow for the flexibility inherent in a discrete-time method. Because both time-invariant and time-varying predictor variables can now be used, the interaction of predictors with time becomes a reality. This article presents an approach to interpreting this interaction which involves testing for significance at each discrete time period. A simulation involving 300 fictitious students in a special education work program illustrates use of the approach. Four tables and six figures illustrate the discussion. An appendix contains a program for discrete-time survival analysis. (Contains 25 references.) (Author/SLD)

Latinos

This book is about the growing need for a more inclusive curriculum and university. The debate about multicultural education is moved from an ideological debate to the realm of the practical in these selections. The first part of the book outlines the demographic and historic realities that make multiculturalism imperative. The second part gives examples of how selective aspects of North American cultures could be central to curriculum and instruction reform. The final section gives practical suggestions and proposals for improving teaching, administration, and student outcomes. The following selections are included: (1) "Demographic Imperatives for the Future" (Harold L. Hodgkinson); (2) "The Triumphs of Tribalism: The Modern American University as a Reflection of Eurocentric Culture" (William A. King); (3) "Afrocentricity and Multicultural Education: Concept, Challenge, and Contribution" (Maulana Karenga); (4) "America's Racial-Ethnic Cultures: Opposition within a Mythical Melting Pot" (Bonnie L. Mitchell and Joe R. Feagin); (5) "Puerto Rican and Latino(a) Vistas on Culture and Education" (Milga Morales-Nadal); (6) "American Indians (The Minority of Minorities) and Higher Education" (Donald L. Fixico); (7) "Toward a Multicultural University: Using Strategic Planning for Change" (Benjamin P. Bowser and Octave Baker); (8) "Academic Grading and Assessment in a Culturally Diverse University" (Etta R. Hollins); (9) "Using Computers and Telecommunications To Advance Multicultural Education" (Arthur E. Paris); (10) "The Organization of a Multicultural University" (Benjamin P. Bowser); and (11) "Beyond Disciplinary Borders: Creating A Genuine Multicultural Curriculum" (Terry Jones and Gale Auletta Young). A conclusion by Benjamin P. Bowser, Terry Jones, and Gale Auletta Young discusses decentering the European world view. Two tables and 11 figures illustrate these discussions. (SLD) supported the effectiveness of many of these interventions, their replies seldom described schoolwide projects and out-of-school instructional time, both of which are supported by research as viable for Chapter 1 intervention. Appendix A contains the cover letter for the teacher survey, and Appendix B presents the survey itself. One table presents some findings on student achievement. (Contains 10 references.) (SLD)

ED 383 809 UD 030 480

Vernez, Georges; McCarthy, Kevin
The Fiscal Costs of Immigration: Analytical and Policy Issues.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.
PUB DATE- Feb 95
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Costs; Data Analysis; *Data Collection; Definitions; Educational Policy; Financial Support; Immigrants; *Immigration; Low Income Groups; *Policy Analysis; *Public Policy; Resource Allocation; Taxes

Recent debate about immigration policy has focused on whether or not immigrants' contributions to public revenues cover the costs of the public services they use, and if not, should the federal government reimburse state and local governments for those net costs. Findings of recent studies have varied widely, because of differences in data available, disagreements about the public services to be considered, and differing treatments of conceptual issues. Unless consensus is reached on a host of data, accounting, and conceptual issues, additional studies are not likely to provide definitive answers. To date, little has been established beyond the fact that most immigrants have low income, and that families with low income contribute less to public revenues. The suggestive finding is that illegal immigrants are net consumers of public services more because of low income than because of immigrant status. Recommendations are made for improved data collection and analysis. One figure and eight tables illustrate the discussion. Two appendixes list the studies reviewed and present four additional tables of summary results. (SLD)

ED 383 706 SP 036 061

Barnette, J. Jackson; And Others

Wait-Time: Effective and Trainable.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 22 Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For a related document, see SP 036 057.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Inservice Teacher Education; *Program Design; Program Effectiveness; Program Evaluation; *Questioning Techniques; Secondary School Teachers; Teaching Methods; Teaching Skills; *Wait Time
IDENTIFIERS- *QUILT (Staff Development Program)

This study sought to identify variables related to higher levels of elementary and secondary school teacher use of wait-time I and whether knowledge and skill can be increased by focused staff development. Wait-time I is the time a teacher pauses after asking a question before acknowledging a student's response. The study used research on QUILT (Questioning and Understanding To Improve Learning and Thinking), a staff development program designed to increase teacher use of effective classroom questioning techniques and procedures. Based on analysis involving 9,595 teacher initiated questioning episodes from 254 coded videotapes, several variables were significantly related to wait-time I: level of wait-time II, cognitive level of the question, whether the student to answer is designated before or after the question is asked, who actually answers the question, the number of students responding, cognitive level of student response, the teacher repeating or rephrasing the question, teacher probing, and teacher redirection of the question to other students. In addition, teachers who participated in the full QUILT program showed significant gains in knowledge and use of wait-time I, indicating that concentrated and focused staff development can affect this skill. (Contains 11 references.) (JB)

ED 383 725 TM 023 148

Tobias, Sigmund; Everson, Howard

Development and Validation of an Objective Measure of Metacognition.

PUB DATE- Apr 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Elementary School Students; Evaluation Methods; Grade 5; Higher Education; Intermediate Grades; Knowledge Level; *Mathematics Achievement; Mathematics Anxiety; *Metacognition; *Objective Tests; Research Methodology; Scoring; *Self Evaluation (Individuals); *Test Construction; Test Validity; Word Recognition
IDENTIFIERS- Monitoring

Four studies are reported that used a metacognitive evaluation procedure that can be group-administered and objectively scored. The procedure assesses the knowledge monitoring component of metacognition by evaluating the discrepancy between students' estimates of how well they are likely to perform on a task and their actual performance. The first study examined mathematics and mathematics anxiety in 51 fifth graders. Another study examined whether the metacognitive evaluation procedure was related to a more distant domain, such as learning in school. Participants were 139 college students (84 with complete data) taking a word knowledge test. The third study examined correlations of scores from the metacognitive evaluation procedure and prior learning in college for 115 students. The fourth study investigated the relationship between student estimation of words they would know and their estimates of performance on examinations for 77 college students. Results of the four studies confirm the importance of metacognitive monitoring on achievement in mathematics for elementary students and for college learning. Two tables and six figures present study findings. (Contains 43 references.) (SLD)

ED 383 746 TM 023 266

Martens, R. L.; And Others
Eye Movement Registration during Studying: An Explorative Study of the Use of Embedded Support Devices. OTIC Research Report 64.
PUB DATE- 94
NOTE- 38p.; For a related document, see TM 023 269.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attention; *College Students; *Distance Education; *Eye Fixations; Foreign Countries; Higher Education; Reading; *Research Methodology; *Study; Time Factors (Learning)
IDENTIFIERS- *Embedded Support Devices; Netherlands; Open University (Netherlands)

The use of embedded support devices (ESDs) has been studied in previous research that has unfortunately demanded introspection and reflection on one's own cognitive functioning. In contrast, eye movement registration measures the attentional focus of students on specific text parts regardless of whether or not the student is conscious of this focus. Earlier research has indicated that ESDs are used at a deep level, and not superficially read. Eleven college students read slides from a chapter of a governmental law course from the Open University of the Netherlands. Eye movements were monitored through the corneal reflection/pupil center technique and computer analysis. Eye movement patterns were compared for text with ESDs and text without ESDs. The average reading time per word was in line with expectations for most ESDs. Every ESD was looked at least once by each student. Limitations and possibilities for improvement of the research technique are discussed. Five figures and six tables illustrate study findings. (Contains 67 references.) (SLD)

ED 383 768 TM 023 316

Rossman, Gretchen B.; Salzman, Julianne
Evaluating Inclusive Education Programs: A Survey of Current Practice. Preliminary Analysis and a Typology.
SPONS. AGENCY- City Univ. of New York, NY. National Center on Educational Restructuring and Inclusion.
PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Databases; *Educational Practices; Elementary Secondary Education; *Evaluation Methods; Heterogeneous Grouping; *Inclusive Schools; Literature Reviews; Mail Surveys; Mainstreaming; Outcomes of Education; Parent Participation; *Program Evaluation; Research Methodology; *Special Education; Telephone Surveys

Initial steps in a long-term effort to identify and analyze evaluations of inclusive education programs are discussed. Three activities have been initiated to survey current evaluation practice. A literature search revealed that "inclusion" is not yet a description for the ERIC system, but that some papers have been published on the topic. A telephone survey of state directors of special education has begun, with 10 interviewed to date. A mail survey has begun of schools and districts identified as part of the National Center on Educational Restructuring and Inclusion database on inclusive programs. When the three efforts are completed, a report will be written to suggest principles for comprehensive evaluation of inclusive education programs. Programs can be classified by purpose, complexity, scope, population served, and duration. A variety of evaluation designs and methods are being employed. Most evaluations studied so far have focused on student outcomes, specifically academic and social gains. Support from parents, staff, and students is another focus of many evaluations. (Contains 10 references.) (SLD)

ED 383 789 UD 030 460

Civan, Michele Burtoff; And Others
The Haitians. Their History and Culture. CAL Refugee Fact Sheet Series No. 10.
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Culture; Disadvantaged Youth; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Haitian Creole; *Haitians; *History; *Immigrants; Political Influences; *Refugees; Teaching Methods
IDENTIFIERS- *Haiti; Language Minorities

This booklet is a basic introduction to the people, history, and culture of Haiti, designed primarily for service providers and others assisting refugees in their new communities in the United States. Haitians have been arriving in the United States since the 1770s, but recent immigration can be regarded as a series of waves, each associated with a period of repression in Haiti. The unique history of the country has created a unique culture full of contradictions. The Haitian immigrant cannot be understood without reference to the country's complicated history and culture. Although there has been little formal education for the majority of Haitians, those who have received formal education have been taught in a system very different from that of the United States and face many adjustments to schooling as well as to language. An introduction to Haitian Creole is provided. In the United States, Haitians face all the problems other poor communities face, but they will overcome their difficulties just as other groups have. (Contains 33 references.) (SLD)

ED 383 810 UD 030 482

Chimerine, Carrie B.; And Others
Alternatives for Federally-Sponsored Technical Assistance for School Improvement: Lessons from Chapter 1 Program Improvement.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 18-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compensatory Education; Educational Improvement; Educationally Disadvantaged; Educational Planning; Elementary Education; *Federal Aid; Financial Support; Program Evaluation; *Program Improvement; Rural Schools; *Technical Assistance; *Urban Schools
IDENTIFIERS- Bureau of Indian Affairs; *Education Consolidation Improvement Act Chapter 1; Technical Assistance Centers

This report discusses the accomplishments and limitations of the Nine-Site Program Improvement initiative, a 3-year venture in which federal contractors provided technical assistance to schools. The contractors, Chapter 1 Technical Assistance Centers (TACs) and Rural Technical Assistance Centers (RTACs) received about $60,000 per year for their work with each site. Participating schools had programs funded by Chapter 1 that had been identified as needing improvement. Five sites were large urban districts in Baltimore, Maryland; Chicago, Illinois; Detroit, Michigan; Los Angeles, California; and Dade County, Florida. Three sites included relatively small, isolated rural schools in Pike County, Kentucky; southeastern Iowa; and the Mississippi Delta. Seven schools administered by the Bureau of Indian Affairs comprised the ninth site. The initiative offers lessons about ways of organizing and conducting technical assistance that goes directly to individual schools and that is sustained over a period of time. The assistance given by the TACs and RTACs was generally considered good. At five of the nine sites, efforts are being made to extend assistance another year. Overall, however, the impact of the technical assistance was limited by the lack of clear and well-articulated visions of how schools might be different. (Contains three references.) (SLD)

ED 383 688 SP 036 029

Wallace, Stephen R.; And Others
The Effect of Preservice Laserdisc Presentation of Question Types and Wait-Time Use on Questioning and Wait-Time Use in Clinical Experiences.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Critical Thinking; Elementary Education; Elementary School Science; Field Experience Programs; Higher Education; Methods Courses; *Microteaching; Optical Disks; *Preservice Teacher Education; *Questioning Techniques; Teaching Methods; *Visual Aids; *Wait Time
IDENTIFIERS- *Preservice Teachers

This study explored whether the addition of visual examples through laser disc instruction influenced the learning and application of convergent and divergent questioning techniques and wait-time by preservice elementary education teachers during their clinical experience. The study compared the difference in the frequency of convergent and divergent questions asked and the length of wait-time I (the initial wait-time when an instructor waits for the first response) and wait-time II (the total time a teacher waits for a class to respond to the same question) between a control group of 28 subjects and a treatment group of 25 subjects. The control group learned questioning and wait-time use through typical verbal and written procedures. The treatment group learned in the same way but also received additional examples of question types and wait-time using a laserdisc format. Both groups participated in microteaching instruction during their clinical experience. An analysis of the frequency of convergent and divergent questions asked by the preservice teachers and the length of wait-time was conducted to determine the added benefit of the laser disc instruction. Results indicated that the use of laser disc materials did not significantly increase preservice teachers' use of divergent questions over convergent questions. An appendix contains a taxonomy outline. (Contains 11 references.) (JB)

ED 383 747 TM 023 267

Dochy, F. J. R. C.; And Others
Implementing Alternative Assessment Procedures as a Part of Student Support: Prior Knowledge State and Progress Tests. OTIC Research Report 63.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Distance Education; Educational Assessment; Educational Practices; Educational Research; Foreign Countries; Higher Education; Instructional Effectiveness; *Knowledge Level; Prediction; *Student Attitudes; *Study
IDENTIFIERS- *Alternative Assessment; Open University (Netherlands); Performance Based Evaluation; *Progress Monitoring

Past research has shown that prior knowledge has a main influence on the learning of students and is a better predictor of study success than other variables in distance education. It has also become clear than the use of assessment techniques as instruments for gathering information on study progress and for directing study guidance should be increased, even though implementing such research results in educational practice is not easy. A first step is to answer the question of whether students themselves support the "overall assessment prophecy" and whether they do intend to use the instruments. These questions were investigated through a questionnaire completed by 1,159 students of the Open University of the Netherlands. Results show that students largely agree with the prophecy and are highly prepared to use the proposed assessment instruments, which are prior knowledge state tests and progress tests. Students want these instruments for different purposes, such as knowing their own strengths and weaknesses, directing their studies, and making the most rapid progress possible. Differences are found between beginning and advanced students and among study domains. Twelve figures and 13 tables present study findings. (Contains 60 references.) (Author/SLD)

ED 383 769 TM 023 318

Sherman, Gregory P.; Klein, James D.
The Effects of Cued Interaction and Ability Grouping during Cooperative Computer-Based Science Instruction.

PUB DATE- Apr 95
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; Computer Uses in Education; Cooperative Learning; *Cues; Grade 8; Helping Relationship; *Interaction; Junior High Schools; *Junior High School Students; Pretests Posttests; *Science Instruction
IDENTIFIERS- Dyads; *Summarization

The purpose of this study was to investigate the effects of verbal interaction cues and ability grouping within a cooperative learning computer-based program. Two hundred thirty-one eighth graders in a required science class were grouped by ability and randomly assigned to homogeneous lower-ability, homogeneous higher-ability, or heterogeneous mixed-ability dyads. Each dyad was randomly assigned to a computer program that either did or did not contain verbal interaction cues designed to facilitate summarizing and explaining between partners. Results indicated that students using the cued version of the program performed significantly better on the posttest than students using the noncued version. Direct observation of student interaction indicated that students in cued dyads exhibited significantly more summarizing and helping behaviors than noncued students. Furthermore, higher-ability dyads exhibited significantly less off-task behavior than the other dyads. Implications for designing computer-based instruction for cooperative settings are discussed. Two figures and five tables present study findings. (Contains 33 references.) (Author)

ED 383 790 UD 030 461

O'Brien, Eileen M.

Latinos in Higher Education. Research Briefs, Volume 4, Number 4.
Revised Copy.

PUB DATE- Nov 93
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; *Degrees (Academic); Demography; *Educational Experience; Educational Trends; Employment Patterns; Ethnic Groups; *Higher Education; *Hispanic Americans; Population Growth; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Latinos

This brief focuses on the demographic trends and educational experiences of Latinos compared with other ethnic groups and sets forth the implications of these trends for future educational policy. The 1990 Census figures show that the Latino population has reached almost 22.4 million, growing five times faster than the total population growth between 1980 and 1990. In 1991, 867,000 Latino students enrolled in higher education, marking an increase of 84 percent since 1980. However, Latinos accounted for only 6 percent of all higher education students, and over half of these are enrolled in two-year colleges. In 1991, the high school dropout rate for Latinos was 35 percent, compared with 13 percent for all students and 9 percent for Whites. Only 10 percent of Latinos have completed 4 years of college, and Latinos, in 1991, were awarded less than 5 percent of all bachelor's, master's, first professional, and doctoral degrees. More than half of all Latino college students fail to complete a bachelor's degree within 6 years. Latinos are also underrepresented in higher education employment, especially at higher administrative levels. Three tables and four figures present data supporting the discussion. (Contains 22 references.) (SLD)

ED 383 689 SP 036 030

Tirri, Kirsi
Cross-Cultural Differences in the Self-Evaluations of American and Finnish Elementary Teachers.
PUB DATE- 21 Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Comparative Analysis; *Cultural Differences; Elementary Education; *Elementary School Teachers; Foreign Countries; *Self Evaluation (Individuals); Teacher Attitudes; *Teacher Behavior; Teaching Methods; *Teaching Styles
IDENTIFIERS- *Finland; Indiana; Texas; *United States

This study investigated the cross-cultural differences in American and Finnish elementary teachers' evaluations of their classroom teaching behaviors. The self-evaluation instrument developed for the study was administered to 167 American elementary teachers from Indiana and Texas and to 172 Finnish teachers (also elementary) from two different locations (Helsinki, Kajaani) in Finland. The results showed that American teachers rated themselves higher than their Finnish colleagues in every teaching behavior, thus reflecting higher self-esteem. The most visible feature of the American teachers was their dynamic teaching reflected in stimulating and flexible teaching behaviors where external sources and projects are integrated in the regular teacher centered classroom teaching. This characteristic may be explained in the context of the pedagogical traditions of the United States including the work of John Dewey and his emphasis on learning by doing. The Finnish teachers' evaluations showed an emphasis on academic learning time, "time on task" behavior. Finnish teachers wanted their students to master the academic goals set for them in the curriculum. This characteristic may be due to the pedagogic traditions of Finland and the demands of the national curriculum. In addition, the study found that the largest tendency to emphasize verbal communication in their teaching was seen with the Texas teachers. (Contains 18 references.) (JB)

ED 383 707   SP 036 063

Kim, Inyoung; Loadman, William E.
Predicting Teacher Job Satisfaction.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Job Enrichment; *Job Satisfaction; Occupational Mobility; *Predictor Variables; Private Schools; Public Schools; Rewards; Rural Schools; *Secondary School Teachers; Teacher Attitudes; Teacher Salaries; Teacher Student Relationship; Urban Schools; Work Environment

This study investigated predictors of teacher job satisfaction as these predictors may provide valuable information about teacher satisfaction and expectations. A sample of 2,054 practicing classroom teachers was selected from graduation lists at 10 universities, part of the National Database for Preservice Teacher Education. The respondents were baccalaureate teacher education graduates employed in teaching positions at private, and public institutions, and in rural and urban settings. The validity of the survey was based on content review which was consistent with related literatures and supported by factor analysis. The data were analyzed using multiple regression to identify statistically significant predictors of job satisfaction. The analysis produced a model with seven statistically significant variables: salary, opportunities for advancement, professional challenge, professional autonomy, working conditions, interaction with colleagues, and interaction with students. These predictors of teacher job satisfaction are associated with both intrinsic and extrinsic rewards. That is, the factors salary and opportunities for advancement are generally perceived as extrinsic sources of satisfaction. They are rewards often controlled by or granted by others. Job satisfaction such as professional challenge, professional autonomy, working conditions, interaction with colleagues, and interaction with students are generally classified as intrinsic satisfiers. Intrinsic satisfiers refer to factors that make certain activities rewarding in themselves. This study has the potential of maximizing the achievement of organizational and individual goals through improvement of teacher job satisfaction. (Contains 33 references.) (JB)

ED 383 726 TM 023 150

Larter, Sylvia
Benchmarks: The Development of a New Approach to Student Evaluation.
PUB DATE- 91
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Elementary Education; Evaluation Methods; Foreign Countries; *Language Arts; Literature Reviews; *Mathematics Achievement; Pilot Projects; State Programs; *Student Evaluation; *Test Construction; Testing Programs
IDENTIFIERS- Benchmarking; Standardization; *Toronto Board of Education Benchmarks ON; Toronto Board of Education ON

The Toronto Board of Education Benchmarks are libraries of reference materials that demonstrate student achievement at various levels. Each library contains video benchmarks, print benchmarks, a staff handbook, and summary and introductory documents. This book is about the development and the history of the benchmark program. It has taken over 3 years to develop language and mathematical benchmarks for grades 3, 6, and 8, spurred by dissatisfaction with traditional patterns of assessment. Development began in 1987 with the formation of advisory committees and a literature review. Designing global tasks consumed much of the time and energy of developers. Samples of student work were then chosen to set the benchmarks through pilot testing. Raw data from standardization samples were statistically analyzed and organized so that teachers, students, parents, and administrators could use them. In all, there are 129 benchmarks in the 6 Benchmark libraries for mathematics and language in grades 3, 6, and 8. Ten figures illustrate the process. (Contains 64 references.) (SLD)

ED 383 811 UD 030 483

Sheets, Rosa
Discipline: Chicano Student Perception. Ethnic Integrity or Maladaptive Behavior?

PUB DATE- Apr 95
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Beliefs; *Discipline; *Ethnicity; Field Studies; High Schools; *High School Students; *Integrity; *Mexican Americans; Minority Groups; Qualitative Research; *Student Attitudes; Teacher Student Relationship; Urban Schools
IDENTIFIERS- *Chicanos; Hispanic American Students

This study examines Chicano students' perceptions of disciplinary actions experienced or witnessed. A qualitative methodology, including focus groups, semi-structured interviews, and field work (classroom observations, student school records, and teacher interviews) examines operative factors during student-teacher confrontations. Students (N=4) were selected from an urban secondary school. The data reveal that these students perceive school as a place centered on the needs of school staff, which resulted in feelings of alienation and disempowerment for the students. They describe the differences of perceptions between themselves and teachers on two distinct levels: the content of the disciplinary event and their conceptual view of specific components of the misbehavior as opposed to what they perceive as the general, "whole package," account stated by staff. Confrontations are described as a result of perceived injustices in the application of rules when different sets of values, attitudes, and beliefs are held by students and teachers. Knowledge of the disciplinary consequence did not influence their decisions to comply. (Contains 36 references.) (Author)

ED 383 748 TM 023 268

Dochy, F. J. R. C.; Gorissen, V. M. J.
Methods for Investigating the Structure of the Individual's Knowledge Base. OTIC Research Report 55.
PUB DATE- 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Associative Learning; *Cognitive Mapping; *Distance Education; Foreign Countries; Interviews; Knowledge Level; Protocol Analysis; *Recall (Psychology); *Research Methodology; *Writing (Composition)

This report described and analyzed different methods for constructing a student's cognitive map in order to study the development and use of domain-specific prior knowledge. Cognitive maps provide accounts of student trajectories over courses and individual or group profiles of learners' strengths and weaknesses at the course or multicourse level. Methods are grouped into: (1) clinical interviews with individual students; (2) word-association or word-sorting tasks (including free recall); (3) writing methods (e.g., writing definitions or choosing preferred statements); (4) bipolar dimension tasks; and (5) think-aloud methods, such as verbal protocols. The free recall (word association) method is considered most appropriate for the planned research. Two figures illustrate the concepts discussed. (Contains 32 references.) (SLD)

ED 383 770 TM 023 323

Garcia, Teresa; Pintrich, Paul R.

Assessing Students' Motivation and Learning Strategies: The Motivated Strategies for Learning Questionnaire.

PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Educational Assessment;

Educational Theories; *Evaluation Methods; Factor Structure; Goal Orientation; Higher Education; *Learning Strategies; Models; Pilot Projects; *Student Motivation; *Test Construction; Test Reliability; Test Use; Test Validity
IDENTIFIERS- *Motivated Strategies for Learning Questionnaire

Some issues involved in the measurement of student motivation and learning strategies are explored, focusing on a self-report instrument, the Motivated Strategies for Learning Questionnaire (MSLQ). The MSLQ, designed to assess the motivational orientation and learning strategy use of college students and based on a social-cognitive view, has been under development since 1986 at the National Center for Research on Improving Postsecondary Teaching and Learning at the University of Michigan. Pilot testing resulted in refinements incorporated into a final version of the MSLQ designed to be given in class in 20 to 30 minutes. To test the utility of the theoretical model and its operationalization, MSLQ responses were gathered from 380 midwestern college students over 14 subjects and 5 disciplines. Results suggest that the MSLQ has relatively good reliability, and confirmatory factor analysis supports the validity of the general theoretical framework and the scales that measure it. Three general factors of student motivation are identified. In addition, the predictive validity seems reasonably good. The MSLQ seems to be a useful, reliable, and valid way to assess motivation and learning strategies in the classroom. One table and two figures present study data. (Contains 36 references.) (SLD)

ED 383 791 UD 030 462

Otuya, Ebo
African Americans in Higher Education.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Achievement Gains; *Black Students; College Bound Students; *College Faculty; College Presidents; *Degrees (Academic); Demography; Educational Attainment; Educational Experience; *Educational Trends; Employment Patterns; Enrollment; *Higher Education; Trend Analysis
IDENTIFIERS- *African Americans

This research brief examines data related to the educational experiences of African Americans, profiling their demographic characteristics, their educational experiences in high school and college, and their employment status in higher education. African Americans make up about 12.5 percent of the total U.S. population. Overall, the number of African Americans enrolled in college has increased, rising by 27 percent since 1982.

African Americans received more undergraduate and first-professional degrees in 1991 than in 1981, but the number of graduate degrees they received decreased in this period. African Americans represented 12.3 percent of all full-time employees in 1991, but the majority were nonfaculty and nonmanagement positions. Only 5 percent of all college presidents were African American in 1990, and more than half of these headed historically black colleges and universities. While African Americans have improved their performance on the Scholastic Aptitude Test since 1976, their achievement levels are still below the national average. Increased participation by African Americans in college preparatory and advanced placement programs could raise the educational attainment levels of African Americans and narrow the achievement gap. Six figures illustrate the discussion. Contains 26 references, 7 endnotes, and a list of 4 resources. (SLD)

ED 383 708 SP 036 067

Dance Theater of Harlem Arts Exposure Program. Cue Sheet for Students.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 13p.; Funding also received from the Kennedy Center Corporate Fund and The Morris and Gwendolyn Cafritz Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Art Appreciation; *Art Education; Art History; Artists; *Dance; Elementary Secondary Education; Theater Arts; Theaters
IDENTIFIERS- *Ballet Dancers; *Dance Companies; Dance Theatre of Harlem

This publication is a performance guide containing several brief articles for students to use before and after attending an Arts Exposure Program given by the Dance Theatre of Harlem (DTH). The first article, "Dancing," traces the origins and history of dance itself, and in particular, ballet. The second article, "Arthur Mitchell and Dance Theatre of Harlem," describes Mitchell's early education and achievement in ballet under George Balanchine at the New York City Ballet, and his work founding and building DTH. This article includes a description of DTH's dance mission as a neoclassical company. The next article, "Bones and Muscles," reviews human anatomy and dancer training. "Technique and Training" describes the training ballet dancers undergo and introduces many ballet terms. "Basic Movements" illustrates the basic steps and positions with description and diagrams. "Making Dances" discusses choreography and dance recording. The final page, "Looking and Listening," suggests ways to make the most of viewing the performance. The publication is illustrated with several photographs of DTH dancers and at several points offers suggestions for further reading or viewing (videotapes). (JB)

ED 383 727 TM 023 153

Jarchow, Elaine; And Others
External Evaluation of the Iowa Distance Education Alliance.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; Educational Change; Elementary Secondary Education; Federal Aid; Financial Support; *Networks; Nontraditional Education; Program Evaluation; Teacher Education; *Telecommunications; Telecourses
IDENTIFIERS- *External Evaluation; Fiber Optics; Iowa; *Iowa Distance Education Alliance; Star Schools

The Iowa Distance Education Alliance (IDEA) is a partnership involving educational institutions across Iowa that have received funding from the Federal Star Schools Program to demonstrate the use of the Iowa Communication Network's (ICN) fiber optic technology for elementary and secondary education. First-year activities focused on teacher training and public relations efforts. The fiber optic network became operational in the second year and emphasis was then shifted to using the network to deliver programming for schools and teachers. This report summarizes the effort and findings of two annual external evaluations of the IDEA, evaluations that included a review of project records, activities, and accomplishments, supported by a fact-finding tour and a report of observed strengths and weaknesses. It was concluded that acceptance of the system as an integral part of elementary and secondary education will take time. Implementation of the IDEA project occurred at a slower pace than originally projected, and, unfortunately, the alliance was not recommended for further federal funding. Continued public relations efforts and efforts to promote the ICN among teachers are recommended. (SLD)

ED 383 812 UD 030 484

Sunal, Cynthia Szymanski; And Others
Equity in Primary and Secondary Education: Findings from Nigeria.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Developing Nations; *Economic Factors; Education Work Relationship; *Elementary Secondary Education; Enrollment; *Equal Education; Females; Foreign Countries; Government Role; Needs Assessment; *Parents; Poverty; Religious Cultural Groups; Teachers
IDENTIFIERS- *Muslims; *Nigeria

Eighty parents and teachers were interviewed in Nigeria to identify attitudes toward inequities in access to education that may be related to high population growth and weak economic growth. Children from poor families and Muslim girls are underenrolled in Nigeria. The interviewees acknowledged the continuing underenrollment but did not think it was due to a lack of personal initiative or was in any way appropriate for these groups. They described the value of education for these children and thought that their enrollment in education was likely to increase. No specific suggestions were made for means to insure such an increase. A comprehensive approach to helping families move out of poverty was rejected because of its cost and the demands of the general population for services such as better water quality and road improvements. (Contains 17 references.) (Author)

ED 383 690   SP 036 031

Principles of Effective Learning and Teaching.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; Constructivism (Learning); Cooperative Learning; Educational Environment; Educational Objectives; Educational Philosophy; Educational Planning; *Educational Principles; Elementary Secondary Education; Excellence in Education; Foreign Countries; *Instructional Effectiveness; *Student Role; *Teacher Effectiveness; *Teacher Role; Teaching Methods
IDENTIFIERS- *Australia (Queensland)

The Queensland (Australia) Department of Education s "Corporate Plan 1994-98" identifies student learning and teaching as a key issue and includes effective learning and teaching as a corporate value. This document provides information on five guiding principles that have been formulated for the development and implementation of quality learning programs in Queensland state schools. The principles are that effective learning and teaching: (1) is founded on an understanding of the learner; (2) requires active construction of meaning; (3) enhances and is enhanced by a supportive and challenging environment; (4) is enhanced through worthwhile learning partnerships; (5) shapes and responds to social and cultural contexts. These principles are based on six assumptions: every person is a learner; learning is an ongoing and lifelong process; people learn within social and cultural contexts, independently and through interaction with others; what is learned depends on the way it is learned and with whom it is learned; the vital aspects of teaching include identifying the ways others learn best and extending the ways they learn, creating learning opportunities, and evaluating learning outcomes; and principles of effective learning and teaching provide the basis for ongoing improvement of learning and teaching practices. The principles of effective learning and teaching apply to all sectors of schooling. (ND)

ED 383 749 TM 023 269

Valcke, M. M. A.; Martens, R. L.
The Actual Use of Embedded Support Devices in Self-Study Materials by Students in a Distance Education Setting: Theoretical Base and Research Approaches. OTIC Research Report 53.
PUB DATE- 92
NOTE- 63p.; For the research results, see TM 023 270.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Psychology; College Students; *Distance Education; Educational Environment; *Educational Theories; Foreign Countries; Higher Education; Individual Differences; Reading; *Student Attitudes; Student Motivation; *Study
IDENTIFIERS- *Embedded Support Devices; Netherlands; *Open University (Netherlands)

An attempt is made to elaborate a theoretical base about the functions and effects of embedded support devices (ESDs), considering the extent to which students actually use ESDs. ESDs are a set of activating, structuring, and motivating extras in study materials that are designed to support the individual study process. The report describes the set of ESDs that helps define the didactical elaboration of distance education courses at the Open University of the Netherlands (OU). Earlier research related to ESDs is reviewed, and a theoretical base is proposed. This base, which draws on a cognitive psychological framework, is then used to define the functions and the effects of ESDs, with a further description of methods used to research effects of ESDs. The framework takes into account the role of the reading process, motivation, individual differences, and the task environment. Seven figures and four tables illustrate the discussion. Two appendixes present information about OU publications and key concepts in the research. (Contains 108 references.) (SLD)

ED 383 792 UD 030 463

Fischer, Cheryl Fulton; George, B. Gale
Extending the Environments for Learning: Expanding the Practice of School Leadership To Meet the Needs of At-Risk Students and Special Interest Groups.

PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; *Educational Environment; Elementary Secondary Education; *High Risk Students; *Homeless People; *Home Schooling; *Independent Study; *Instructional Leadership; Intervention; Learning; Nontraditional Education; Principals; Teaching Methods
IDENTIFIERS- *Special Interest Groups; Stewart B McKinney Homeless Assistance Act 1987

The problems of at-risk students will require diversity in intervention strategies that are implemented to address their problems. This paper reviews three alternative educational strategies that may be used successfully with at-risk students: (1) independent study; (2) home schooling; and (3) programs designed to meet the needs of homeless students. Independent study programs incorporate many characteristics of effective alternative schools. The approach may not be successful for all at-risk students, but the potential of the approach is clear. Home schooling is another approach that should be studied in an effort to provide a free public education for all students. School restructuring efforts need to consider the needs of home schooling families and develop mutually acceptable programs. A special population of at-risk students are those from homeless families. The McKinney Homeless Assistance Act was the first real recognition by the federal government that homelessness is a problem deserving national attention. Attention to the needs of homeless children is an area in which administrators must take the lead in training school personnel. (Contains 42 references.) (SLD)

ED 383 728 TM 023 158

Wang, Jianjun

Critical Values of Guessing on True-False and Multiple-Choice Tests.

PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bayesian Statistics; *Grading; *Guessing (Tests); Models; *Multiple Choice Tests; *Objective Tests; Scores; Testing Problems; *Test Interpretation

Effects of blind guessing on the success of passing true-false and multiple-choice tests are investigated under a stochastic binomial model. Critical values of guessing are thresholds which signify when the effect of guessing is negligible. By checking a table of critical values assembled in this paper, one can make a decision with 95% confidence as to whether the correction for guessing is necessary for grading a true-false or multiple-choice test. This useful tabulation also represents an intermediate step toward development of a more comprehensive model for non-blind guessing in Bayesian statistics. (Contains 18 references and 2 tables.) (Author)

ED 383 771 TM 023 325

Garcia, Teresa; And Others
Worriers and Procrastinators: Differences in Motivation, Cognitive Engagement, and Achievement between Defensive Pessimists and Self-Handicappers.

SPONS. AGENCY- Texas Univ., Austin.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Affective Behavior; *Anxiety; *College Students; Defense Mechanisms; Goal Orientation; Higher Education; *Learning Strategies; Models; *Student Motivation
IDENTIFIERS- Cognitive Engagement; Pessimism; *Procrastination; Self Handicapping; *Self Regulated Learning; Worry

The role of affect in self-regulated learning was explored, focusing on the effects of two motivational strategies, defensive pessimism and self-handicapping, on the motivational outlook of college students (n=126), use of learning strategies, and performance. It was found that these strategies, which are used to regulate the affective outcomes related to evaluation, did indeed influence motivation, use of learning strategies, and performance. Students who differed in levels of motivational strategies differed in levels of motivation and in cognitive, metacognitive, and resource management strategies. Results suggest that affect is an important aspect of self-regulated learning and that models of self-regulation need to take affective concerns into account in order to address the complex and multifaceted nature of self-regulated learning. Four tables present study findings. (Contains 31 references.) (SLD)

ED 383 813 UD 030 485

Byrd, Marquita L.
The Etiology of Conflict in Multicultural Relations.

PUB DATE- May 95
NOTE- 34p.; Paper presented at the Annual Conference on Africa (4th, Sacramento, CA, May 5-6, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitudes; Communication (Thought Transfer); *Conflict; *Cultural Differences; Cultural Literacy; Cultural Pluralism; Ethnicity; *Etiology; History; Individual Differences; Multicultural Education; Problem Solving; *Racial Relations; *Resource Allocation
IDENTIFIERS- *Diversity (Groups); *Tolerance

This paper focuses on the common sources of etiologies of conflict in multicultural contexts. Multicultural communication is the creation and sharing of meaning among citizens of the same geopolitical system who belong to divergent tributary cultures. The sources of conflict in multicultural relations can be grouped into five broad categories. These include: (1) the allocation of resources; (2) historical legacy; (3) attitudinal interference; (4) lack of cultural literacy; and (5) variations among people. Of the five categories, the greatest source of conflict is the allocation of resources, whether human, natural, or institutional. Conflicts usually occur due to a combination of these sources. The probability of solving multicultural conflicts is greatly increased when the communicators are aware of the contributing factors. An appendix contains a statistical analysis of the Tolerance for Human Diversity Inventory, an instrument to measure interaction and tolerance of difference. The instrument itself is included. (Contains 61 references.) (Author/SLD)

ED 383 691 SP 036 032

Warner, Jack; And Others
The Unauthorized Teacher's Survival Guide.
PUB DATE- 95
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Environment; Classroom Techniques; Discipline; Elementary Secondary Education; Extracurricular Activities; Job Satisfaction; *Job Skills; Parent School Relationship; Stress Management; *Success; Teacher Administrator Relationship; Teacher Role; *Teachers; Teacher Student Relationship; Time Management; Work Environment

This volume offers 14 chapters of practical advice for teachers on how to handle the demands of their profession and how to avoid burnout during their career. The chapters are: (1) "Fitting in with the Staff" (teachers, administrators, staff, aides, resource teachers, librarians or media specialists, professional help, school board, nurse); (2) "All Those Buzz Words!"; (3) "Rapport with Your Students" (mechanics, caring); (4) "Rapport with Parents" (back-to-school night, open house, parent-teacher conferences, kindergarten orientations, report cards, problem parents); (5) "Those Extracurriculars" (field trips, fund-raising, classroom guests and outside speakers, school dances, team sport events, clubs and organizations); (6) "Classroom Environment" (general, walls and bulletin boards, interest centers); (7) "Discipline and Classroom Control" (positive reinforcement and negative consequences, severe discipline problems); (8) "Managing Your Stress" (being too serious, relaxation, exercise, eating, attitude and humor, professional help); (9) "Teachers Supplies" (desk, filing cabinet, decorating, supply sources); (10) "How To Prepare for a Substitute" (emergency lesson plans, general information, helpful hints); (11) "Time Management" (prioritize, organize, set goals); (12) "The Teacher's Many Hats" (parent, friend, social worker, provider, psychologist, nurse, emergency technician); (13) "Ask the Old Pros"; and (14) "I Think I Can... I Think I Can." Contains 53 references. (JB)

ED 383 709 SP 036 073

Shimahara, Nobuo K., Ed; Holowinsky, Ivan Z., Ed.
Teacher Education in Industrialized Nations: Issues in Changing Social Contexts.
PUB DATE- 95
NOTE- 327p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Change Strategies; *Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Global Approach; Higher Education; *Policy Formation; *Preservice Teacher Education; Teacher Education Programs
IDENTIFIERS- Canada; Europe (West); Great Britain; Japan; *Reform Efforts; Ukraine; United States

The original essays in this book examine reform-related issues in teacher education in Great Britain, Canada, Japan, Ukraine, the United States, and Western Europe. They also review the social context of the teacher, the economics and value of teaching, the pace of change, government policy and teacher control of the profession, and the evolving role of the teacher and education system in the face of political and social upheaval.

Following an introduction titled "Teacher Education as a Global Issue" (Nobuo K. Shimahara), the eight original essays in the volume are organized by chapter as follows: (1) "Toward a Social Geography of Teacher Education" (Andy Hargreaves); (2) "The Lowly Status of Teacher Education in the United States: The Impact of Markets and the Implications for Reform" (David F. Labaree); (3) "Work in Teacher Education: A Current Assessment of U.S. Teacher Education" (Daniel P. Liston); (4) "A Nation at Rest: The Contexts for Change in Teacher Education in Canada" (Ivor F. Goodson); (5) "Teacher Education Reform in Japan: Ideological and Control Issues" (Nobuo K. Shimahara); (6) "Ukraine's Reconstructive Process in Education: School Reform, Teacher Education, and School Psychology" (Ivan Z. Holowinsky); (7) "Teacher Education and Education Policy in England" (Meg Maguire and Stephen J. Ball); and (8) "Teacher Education and Reform in Western Europe: Sociopolitical Contexts and Actual Reforms" (J. H. C. Vonk). Appended are tables providing information, by country, on course length of training for primary, junior secondary, and senior secondary general education teachers; and on teacher training for primary and junior secondary education--type of program, and percentage of time spent on subject studies and professional preparation. (LL)

ED 383 750 TM 023 270

Poelmans, P. H. A. G.; And Others
The Actual Use of Embedded Support Devices in Self-Study Materials by Students in a Distance Education Setting: Research Results. OTIC Research Report 54.
PUB DATE- 92
NOTE- 41p.; For the theoretical base and research approaches, see TM 023 269.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Distance Education; Educational Background; Females; Foreign Countries; Higher Education; *Instructional Materials; Knowledge Level; Males; Sex Differences; Student Attitudes; *Student Characteristics; *Study

IDENTIFIERS- *Embedded Support Devices; Netherlands; Open University (Netherlands)

The key question in the research reported is whether a high investment in the design of written materials for use in distance education is worth the effort. Specifically, the study investigated the actual use of embedded support devices (ESDs) by 25 students at the Open University of the Netherlands in a distance education governmental law course. Students did use ESDs, with 60 to 80% of students using nearly all the ESDs. Women were more likely to use planning ESDs, orienting ESDs, and processing ESDs on a deeper level than men. Students with higher prior education also seemed to use ESDs on a deeper level, as did students with less prior knowledge of governmental law and those using study guidance. No interrelations were found between cognitive student characteristics and the use of ESDs. High investment in the design of written materials seems worth the effort, but student characteristics should be taken into account in writing the materials. Six tables present study data, and three appendixes provide supporting information. (Contains 14 references.) (SLD)

ED 383 793 UD 030 464

Dianda, Marcella; Flaherty, John
Promising Practices, and Program Adaptations & Successes. Annual Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95

NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Early Intervention; *Educationally Disadvantaged; *Educational Practices; Longitudinal Studies; Minority Groups; Poverty; Program Descriptions; Program Implementation; *School Restructuring; Spanish; *Training
IDENTIFIERS- *Program Adaptation; Southwest Regional Laboratory; *Success for All Program

Through its Metropolitan Educational Trends and Research Outcomes (METRO) Center, the Southwest Regional Laboratory (SWRL) helps school districts implement research-based programs for educationally disadvantaged students. The most prominent of these is Success for All, a nationally recognized school restructuring program. In 1992, SWRL made a major commitment to adapt and implement Success for All in the Western region. The program's developers at Johns Hopkins University designated SWRL as the first Success for All regional training center. This report focuses on the adaptation of Success for All for the Western region. It chronicles the evolution of the training center and details plans for future growth. Of special importance are the first results from a longitudinal study of Success for All in California, especially for students whose primary language is Spanish. The purpose of Success for All remains that of its developers: to ensure that every student in a high-poverty school will successfully acquire basic skills, particularly reading skills, in the early grades. Success for All is designed to prevent learning deficits through a comprehensive approach that emphasizes early education. Twelve tables and two figures accompany the discussion. (Contains 31 references.) (Author/SLD)

ED 383 729 TM 023 159

Dryden, John

Design of a Quality Schools Survey Instrument through the Use of a Four-Cycle Action Research Process.

PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Action Research; Administrator Attitudes; College Faculty; Cooperation; Elementary Secondary Education; Foreign Countries; *Principals; *Research Methodology; Surveys; *Test Construction; *Validity
IDENTIFIERS- Experts; *Quality Schools Consortium

The Quality Schools Consortium is composed of approximately 140 elementary, middle, and high schools in North America. An action research project was conducted to develop and refine a survey instrument to determine the perceptions of principals in the Quality Schools consortium with regard to the interpretation and implementation of the Quality Schools policies and practices. The project began with a draft of the survey instrument based on a review of the literature. The development process moved through four complete cycles using a panel of 4 experts from higher education, 10 representatives of the target population of principals, and a faculty member from the Institute for Control Theory, Reality Therapy and Quality Management in Los Angeles (California). A consortium conference was also used to gather data for refining the instrument. Various members of the expert panel were included in the collaborative process during different cycles of the action research. The result was a significantly redesigned survey instrument whose validity was recognized by every member of the expert panel. An appendix contains the survey instrument. (Contains 6 references.) (SLD)

ED 383 772 TM 023 834

Math Assessment Alternatives.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Jun 92
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum Development; *Educational Assessment; Elementary Secondary Education; Mathematics Instruction; *Mathematics Tests; Problem Solving; State Programs; *Student Evaluation; *Test Construction; *Testing; Testing Programs
IDENTIFIERS- *Alternative Assessment; *Performance Based Evaluation

The articles in this annotated bibliography represent holdings of the Test Center in the area of assessment alternatives in mathematics. Presence on the list does not imply endorsement of the practices by the Test Center; rather, articles are made available to stimulate thinking and provide ideas. Some entries present informal assessments intended for classroom use. The list includes 56 documents related to elementary and secondary mathematics and a variety of alternative approaches to assessment. (SLD)

ED 383 814 UD 030 486

Kids Count Data Book. State Profiles of Child Well-Being. 1995.

PUB DATE- 95
NOTE- 345p.; For the 1994 report, see ED 371 063.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Health; *Children; Economic Factors; *Family Structure; *Fathers; Health Needs; Policy Formation; Poverty; *Profiles; Social Problems; State Action; *Status; Tables (Data); Urban Problems; Well Being
IDENTIFIERS- *Indicators

Kids Count is a national and state-by-state effort to track the status of children in the United States. By providing policymakers and citizens with benchmarks of child well-being, the project attempts to enrich discussions about ways to secure better futures for all children. This year's data book, the sixth annual edition, places a special focus on a problem that is at the heart of social policy debates: the increasing numbers of children growing up without fathers actively involved in their lives. Since 1950, the percentage of children living in mother-only families has climbed from 6 percent to 24 percent in 1994. In addition to this focus, the report provides information on 10 indicators of child well-being: (1) percent of low birth-weight babies; (2) infant mortality rate; (3) child death rate; (4) number of births to unmarried teens per 1,000 females aged 15 to 19; (5) juvenile violent crime arrest rate; (6) percent of high school dropouts; (7) percent of teens not attending school and not working; (8) teen violent death rate; (9) percent of children in poverty; and (10) percent of single parent families. Eleven maps, three figures, and a profile for each state present indicator data. Four appendixes provide information about the study and supplemental national data for multiple years. (SLD)

ED 383 710 SP 036 074

Rigsby, Leo C., Ed.; And Others
School-Community Connections: Exploring Issues for Research and Practice. First Edition. The Jossey-Bass Education Series.
PUB DATE- 95
NOTE- 441p.; The chapters in this volume were originally presented at a conference, entitled "School-Community Connections: Exploring Issues for Research and Practice," sponsored by the National Center on Education in the Inner Cities (CEIC) in collaboration with the National Center on Families, Communities, Schools, and Children's Learning.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Delivery Systems; Elementary Secondary Education; *Integrated Services; *Organizational Communication; *Partnerships in Education; *Policy Formation; *School Community Relationship; *Shared Resources and Services; Social Environment; Strategic Planning

This book aims to understand school-community connections and the most effective ways to mobilize school and community resources in the service of children and youth; and to understand the complexities of communication and exchange of information, both across disciplines and across professional boundaries of service responsibilities. Nineteen chapters are organized as follows: (1) "Introduction: The Need for New Strategies" (L. C. Rigsby); (2) "Collaboration To Improve Education and Children's Services: Politics and Policy Making" (M. W. Kirst and C. Kelley); (3) "Commentary: Renewing Familial and Democratic Commitments" (E. W. Gordon); (4) "Commentary: Local Partnerships as the Source of Innovative Policy" (W. H. Holtzman); (5) "Obstacles to Success in Educational Collaborations" (B. Gray); (6) "A Communication Perspective" on Interorganizational Cooperation and Inner-City Education" (E. M. Eisenberg); (7) "Integration of Services for Children: A Political Economy of Institutions Perspective" (R. L. Crowson and W. L. Boyd); (8) "Commentary: The Case for Assessing Intermediate Outcomes" (M. K. Grady); (9) "Commentary: On Building Trusting and Mutually Beneficial Partnerships" (C. B. Truesdell); (10) "The Macroecology of Educational Outcomes" (D. W. Bartelt; (11) "Ecological Embeddedness of Educational Processes and Outcomes" (W. L. Yancey and S. J. Saporito); (12) "The Complex World of an Embedded Institution: Schools and Their Constituent Publics" (A. Peshkin); (13) "Commentary: Breaking the Cycle of Causation" (S. F. Redding); (14) "Commentary: Collaboration and Family Empowerment as Strategies To Achieve Comprehensive Services" (D. Davies); (15) "The Effectiveness of Collaborative School-Linked Services" (M. C. Wang, G. D. Haertel, and H. J. Walberg); (16) "The School of the Future: Implementation Issues in a School-Community Connection" (H. H. Arvey and A. Tijerina); (17) "Slipping through the Cracks: The Education of Homeless Children" (R. A. Mickelson, M. G. Yon, and I. Carlton-LaNey); (18) "An Evaluation of Family Support and Integrated Services in Six Elementary Schools" (L. J. Dolan); and (19) "Commentary: Lessons Learned about Integrating Services" (A. Zetlin). (LL)

ED 383 751 TM 023 271

Martens, R. L.; And Others
Varying Embedded Support Devices in a Course: What Is the Effect?
OTIC Research Report 44.

PUB DATE- 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Students; Distance Education; Foreign Countries; Higher Education; *Learning; *Outcomes of Education; *Reading Comprehension; Sex Differences; Student Attitudes; *Study; Time Factors (Learning)
IDENTIFIERS- *Embedded Support Devices; Netherlands; Open University (Netherlands)

The relationship between embedded support devices (ESDs) and study results was examined to determine whether ESDs have a positive effect on study outcome. Two versions of a learning unit of a governmental law course at the Open University of the Netherlands were constructed. One represented the original text and the other was about 40% shorter as a result of deleting most support devices (schemes, summaries, and learning objectives). Thirty-six students from the University of Maastricht studied one of the course versions. Tests and questionnaires were developed to measure effects of the two versions and the potential interrelation with independent variables. No effect of studying different course versions was found on study time, student evaluations of the learning access level, and "knowledge" questions. But students who studied the course version with ESDs had significantly higher scores on insight questions. Of the independent variables (e.g., prior knowledge, time used, reading comprehension, educational level, and gender) only reading comprehension had a significant effect. Three tables and two figures present study data. Two appendixes contain an additional figure and table of supporting information. (Contains 29 references.) (Author/SLD)

ED 383 773 TM 023 855

Tushnet, Naida C.
Toward a General Approach to Multisite Program Evaluation.

PUB DATE- Apr 95
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Context Effect; Distance Education; Elementary Secondary Education; *Evaluation Methods; Evaluation Problems; Evaluation Utilization; *Federal Programs; Partnerships in Education; Program Development; *Program Evaluation; Program Implementation; *Values
IDENTIFIERS- *Deconstruction; Educational Partnerships Program (OERI); *Multiple Site Studies; Star Schools; Theory Based Evaluation

Evaluations of multisite programs present special challenges to evaluators concerned with the use of evaluation results. This paper offers an approach that holds promise for mitigating the problems inherent in evaluating programs at multiple sites. A brief analysis is presented of the challenges these programs present and the reasons these challenges exist. In sum, these challenges exist because each site implements a program differently. Two federal education programs, the Educational Partnerships Program and the Star Schools distance learning program, are described and are used as examples throughout the paper. A second section describes a general theoretical approach to evaluation that is based on the theory-driven evaluation approach of H.-T. Chen (1989) and the work of Jacques Derrida (1981) and others who emphasize the deconstruction of concepts and activities. The evaluation framework, illustrated in figure 1, incorporates the elements of: (1) context; (2) problem definition; (3) program; (4) funded projects; (5) activities; and (6) outcomes. Addressing program developers' values and assumptions is particularly useful in multisite program evaluations. (Contains 42 references.) (SLD)

ED 383 692 SP 036 033

Thayer-Bacon, Barbara J.; Brown, Sherlon
What "Collaboration" Means: Ethnocultural Diversity's Impact.

PUB DATE- May 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperation; Cultural Differences; *Cultural Influences; Cultural Pluralism; Elementary Secondary Education; Epistemology; Group Dynamics; Higher Education; Minority Groups; *Social Values
IDENTIFIERS- Diversity (Groups)

This article examines the meaning of collaboration and the impact of ethnocultural diversity through a discussion of assumptions about how people work together, how knowledge is obtained, and how culture impacts assumptions and knowledge attainment. Following an introduction, section 2 on the meaning of collaboration examines various notions of the concept and develops a definition: collaboration is the interaction that takes place between and among people who are in a changing relationship with each other and are able to mutually communicate through a shared verbal and nonverbal language; therefore, they are potentially able to influence each other. Section 3 dealing with issues of collaboration points out that the Eurocentric world view encourages individualism and competition, while minority cultures, and more recently Caucasian women, have emphasized collaboration over individual efforts. This section also suggests that global diminishing resources have raised the value of collaborative attitudes among Europeans. Section 4 makes recommendations for educators: enhanced multicultural education, elevation of sensitivity and responsiveness, efforts to build community, willingness to work together, and understanding of world views. (Contains 23 references.) (JB)

ED 383 730   TM 023 165

Education at a Glance: OECD Indicators.
PUB DATE- 11 Apr 95
NOTE- 371p.; For the second edition, see ED 367 685.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Context Effect; Cooperation; *Data Analysis; Data Collection; Economic Factors; *Educational Environment; Educational Finance; *Elementary Secondary Education; Foreign Countries; *International Studies; *Outcomes of Education; Sex Differences; Statistical Data
IDENTIFIERS- *Educational Indicators; Europe; *Organisation for Economic Cooperation Development

This third edition of "Education at a Glance" presents a set o 49 international education indicators covering the 1991-92 school year. The publication of this set of indicators marks the completion of efforts begun in 1992 to develop a system for collecting, screening, and processing education statistics that would bring together statistical information of a very diverse nature from several sources. In addition to information on the countries of the Organization for Economic Cooperation and Development (OECD), the report presents information on the four non-OECD countries of the Czech Republic, Hungary, Poland, and Russia. Indicators are presented in the following categories:

(1) contexts of education; (2) costs, resources, and school processes; (3) results of education; and (4) annotated charts of education systems. These international figures confirm the economic importance and size of modern education systems and the volume of resources invested. Many similarities can be noted among OECD member countries, particularly in the areas of gender differences in earnings at the same level of education and in teacher salaries. Over 120 charts and graphs illustrate the discussion. Five appendixes (annexes) provide supplemental information on data sources and data technical quality. (SLD)

ED 383 794 UD 030 465

Scott, Bonnie L.; And Others
Barriers to Implementing Common Principles of Interagency Collaboration. Lessons Learned from the Marin City Families First Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Nov 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Community Services; Decision Making; *Ethnic Groups; Family Programs; Financial Support; *Integrated Services; Intervention; Networks
IDENTIFIERS- *California (Marin County); Case Management; *Families First Program CA

Marin City Families First (MCFF) provides advocacy and case management for 25 residents of Marin City (Marin County, California) with young children as it works to develop service and decision-making links among community agencies and networks. In this report, principles that relate to the successful delivery of comprehensive community-based child and family services are outlined, and barriers to strategies for intervention and collaboration are revealed through interviews with program directors and line workers. The focus is on barriers in the areas of: (1) collaborative case management and service integration; (2) collaborating in an ethnically diverse community; (3) collaborating with funders; and (4) collaborating with community developers. These barriers are discussed from the perspectives of those interviewed. Whenever possible insights and suggestions for improvement are made. Reflection on the barriers that impede successful service delivery can help others anticipate problems and structure ways to enhance their own local efforts in family support and community development. (SLD)

ED 383 815 UD 030 487

Chapter 1 Successful Schools. Technical Papers. 1993-94.
PUB DATE- 94
NOTE- 92p.; For the related pilot project report, see UD 030 488.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Compensatory Education; Cooperation; Educational Research; *Elementary Education; Literature Reviews; Parent Attitudes; Pilot Projects; Poverty; *Profiles; Program Evaluation; Research Methodology; School District Wealth; *School Effectiveness
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Florida; Technical Notes

The Chapter 1 Successful Schools project is the product of collaborative development efforts by the Florida Department of Education, the state's Chapter 1 Evaluation Advisory Panel, and Technical Assistance Centers contracted through the Educational Testing Service. This report covers the initial pilot phase of the Successful Schools project. It is a companion document to the summary report released in October 1994. It contains a number of technical papers on which research summaries, findings, and conclusions were based. It is organized to be generally consistent with the summary report, and contains the following sections: (1) introduction; (2) impact of school poverty on Florida's elementary schools; (3) conditions related to student achievement and learning environment; (4) successful high poverty schools; (5) data base profiles of participating schools; (6) school staff and parent perceptions of effective school components; (7) successful schools staff survey, technical report; (8) what parents did and did not say about pilot project schools; (9) parent survey responses; (10) interview analysis from the successful high poverty schools study; and (11) procedural analysis of on-site visits in the Successful Schools study. Twenty-five tables illustrate the discussions. (Contains 22 references.) (SLD)

ED 383 752 TM 023 273

van Meel, R. M.
Epistemological-Methodological Issues Related to Applied Organizational Research. OTIC Research Report 38.

PUB DATE- 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Criteria; *Epistemology; Foreign Countries; *Knowledge Level; *Organizational Effectiveness; Program Implementation; Research Design; *Research Methodology; Research Utilization
IDENTIFIERS- *Positivism

Applied research is supposed to take the perspective with the highest degree of corroboration as a basis for action. The realm of organizational perspectives is characterized, however, with a multitude of competing research programs, seldom tested against each other. Epistemological and methodological issues overwhelm inquiry in applied research. This report reflects the major topics of the theory of knowledge in relation to organizational perspectives. Since a rationale for selecting among perspectives is needed, it is argued that the falsificationist approach is better than any other theory of knowledge for overcoming the major problems of the domain. Analysis, diagnosis, design, and implementation are the successive stages of the organizational change process. Design-oriented research, testing the developed design in comparable organizational situations, is compatible with the positivist approach to science. It is also stressed that researchers may enhance the impact of their work by taking into account criteria of usefulness and clarity. Three schemes (figures) illustrate the discussion. (Contains 40 references.) (SLD)

ED 383 774 TM 023 947

Braswell, James S.; Jackson, Carol A.

An Introduction of a New Free-Response Item Type in Mathematics.

PUB DATE- 19 Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Educational Assessment; Guessing (Tests); *Mathematics Tests; Multiple Choice Tests; *Problem Solving; Responses; Scoring; Student Attitudes; *Student Evaluation; Teacher Attitudes; Test Construction; Test Format; *Test Items
IDENTIFIERS- *Free Response Test Items; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test

A new free-response item type for mathematics tests is described. The item type, referred to as the Student-Produced Response (SPR), was first introduced into the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test in 1993 and into the Scholastic Aptitude Test in 1994. Students solve a problem and record the answer by blackening the ovals on a grid that permits numbers from 0 to 999. For the test taker, the use of the SPR format provides a more natural problem-solving situation in which the student must analyze and solve the problem without being influenced by multiple choice alternatives. Responses from students and teachers have generally been positive, agreeing that the format reflects the mathematical ability of the student better than multiple choice items. There are some drawbacks to the approach, including the length of time required to grid the answer. The ability to enter answers directly into a computer will eliminate this difficulty. The reduction or elimination of guessing has resulted in items with better discrimination indices and improved test reliability. Two figures and two sample items illustrate the discussion. Appendixes A and B contain directions and a sample score report; Appendixes C and D present sample items. (SLD)

ED 383 693 SP 036 036

Abdal-Haqq, Ismat
Professional Standards Development: Teacher Involvement. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Accreditation (Institutions); Educational Change; Educational Improvement; Educational Trends; Elementary Secondary Education; *Standards; Teacher Certification; Teacher Influence; *Teacher Participation; *Teacher Role
IDENTIFIERS- ERIC Digests; *Professionalization of Teaching; *Standard Setting

This digest provides a brief overview of the work of several influential standards-setting bodies established during the last decade and summarizes the primary ways in which classroom teachers participate in deriving, testing, implementing, and evaluating standards. The federal government is helping to shape the movement to develop rigorous content, performance, and delivery standards through legislation, such as the Goals 2000: Educate America Act, and through financial support of standards development projects. Other influential organizations involved in standards development include professional associations, such as the National Council of Teachers of Mathematics, the National Board for Professional Teaching Standards, the Interstate New Teacher Assessment and Support Consortium, and the National Council for the Accreditation of Teacher Education. In order to acquire a broad base of support for their efforts, most of the major standards development projects in recent years have attempted to involve significant stakeholders in U.S. education, including teachers, in the process. Teacher involvement in professional standards development includes: (1) authoring standards; (2) serving as field test subjects; (3) translating content standards into classroom lessons; (4) initiating standards-setting projects; and (5) monitoring and assessing standards-setting efforts. (Contains 23 references.) (IAH)

ED 383 711　　　SP 036 078

Hawley, Willis D., Ed; Jackson, Anthony W., Ed.
Toward a Common Destiny. Improving Race and Ethnic Relations in America.
PUB DATE- 95
NOTE- 486p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Attitude Change; Change Strategies; Educational Policy; Elementary Secondary Education; *Ethnic Relations; Futures (of Society); *Improvement Programs; Policy Formation; Racial Attitudes; *Racial Bias; *Racial Relations; Research Needs; Strategic Planning

This book seeks to summarize what is known about sources of racial and ethnic prejudice in the United States and to identify ways that individuals and organizations can act to reduce intolerance and discrimination. The volume's 17 chapters are organized into four parts. Part I, "The Changing Policy Context," contains: (1) "Schooling and Social Diversity: Historical Reflections" (D. Tyack); (2) "Race, Ethnicity, and the Defiance of Categories (S. B. Heath); (3) "Youth, Interethnic Relations, and Education in Europe (J. Lynch). Part II, "The Shaping of Attitudes about Race and Ethnicity," contains: (4) "Developmental Processes and Their Influence on Interethnic and Interracial Relations" (C. T. Garcia Coll and H. A. Vazquez Garcia); (5) "Ethnic Identity and Multicultural Competency: Dilemmas and Challenges for Minority Youth" (N. A. Gonzales and A. M. Cauce); (6) "Becoming American: A Review of Current Research on the Development of Racial and Ethnic Identity in Children" (E. E. Garcia and A. Hurtado); (7) "Oppositional Identity and African American Youth: Issues and Prospects" (W. E. Cross, Jr.); (8) "Racialization and Panethnicity: From Asians in America to Asian Americans (K. S. Chan and S. Hune). Part III, "Effective Strategies for Improving Race and Ethnic Relations," contains: (9) "Intercultural Contact and Race Relations among American Youth" (J. H. Braddock II, M. P. Dawkins, and G. Wilson); (10) "Promoting Positive Intergroup Relations in School Settings" (J. W. Schofield); (11) "Enhancing Intergroup Relations in Schools: Cooperative Learning and Other Strategies" (R. E. Slavin); (12) "Multicultural Education and the Modification of Students' Racial Attitudes" (J. A. Banks); (13) "Education in Multicultural Settings: Perspectives from Global and International Education Programs" (J. Torney-Purta); (14) "The Mediation of Interethnic Conflict in Schools" (P. T. Coleman and M. Deutsch); (15) "Preparing Educators for Cross-Cultural Teaching" (K. M. Zeichner). Part IV, "Prospects for the Future," contains: (16) "Strategies for Reducing Racial and Ethnic Prejudice: Essential Principles for Program Design" (W. D. Hawley, J. A. Banks, A. M. Padilla, D. B. Pope-Davis, and J. W. Schofield; and (17) "Toward a Common Destiny: An Agenda for Further Research" (A. W. Jackson). An appendix contains a list of organizational and research partners of the Common Destiny Alliance (CODA). (LL)

ED 383 731 TM 023 171

Stecher, Brian M.; Mitchell, Karen J.

Vermont Teachers' Understanding of Mathematical Problem Solving and "Good" Math Problems.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 21 Apr 95
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Change; Elementary Education; Elementary School Teachers; Knowledge Level; Mathematics Curriculum; *Mathematics Instruction; Mathematics Tests; *Portfolios (Background Materials); *Problem Solving; State Programs; *Student Evaluation; *Teacher Attitudes; Teaching Methods; Test Construction; Testing Programs; *Word Problems (Mathematics); Writing Evaluation
IDENTIFIERS- Performance Based Evaluation; *Vermont

For the past five years, Vermont has been developing an innovative statewide assessment system in which portfolios of student work in mathematics and writing are a key element. The use of mathematics portfolios, particularly in elementary school, is a novel aspect of the assessment system. This study examines the elementary school mathematics portfolio assessment and its instructional impact by exploring the conceptions of problem solving, the knowledge of problem-solving strategies, the evaluation of problem-solving tasks, and the instructional practices of 20 fourth-grade teachers. Teachers indicated that the portfolio assessment program has enhanced their understanding of mathematical problem solving and broadened their instructional practices, but that they have encountered difficulty in understanding certain components of the reform and making the relevant changes. Teachers did not share a common understanding of mathematical problem solving or agree on skills that students should master. Eight figures and three tables present study findings. (Contains 13 references.) (SLD)

ED 383 795 UD 030 466

Taylor, Eric H.; Barton, Lisa S.
Vietnamese, Laotian, Ethiopian, & Former Soviet Union Refugees in Texas. Findings from the Texas Refugee Study. Texas Office of Immigration & Refugee Affairs, Texas Department of Human Services.
PUB DATE- Dec 94
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Demography; Employment Patterns; English; *Ethnic Groups; Health; *Immigrants; Income; Language Proficiency; *Laotians; Quality of Life; *Refugees; Russian; Surveys; *Vietnamese People
IDENTIFIERS- *Ethiopians; *Texas; USSR

The Texas Refugee Study was initiated to collect valid and reliable information to better direct refugee policy, improve services to refugees, give service providers information to help them become more competitive in seeking federal and private dollars, and help refugees better understand their own communities. The targeted groups, Vietnamese, Laotian, former Soviet Union, and Ethiopian refugees, make up more than 80 percent of all refugees in Texas. The study consisted of more than 1,400 interviews with refugees in Houston (Texas), conducted in each refugee's native language. Some 120,000 to 180,000 Vietnamese refugees and 15,000 to 25,000 Laotians are estimated to live in Texas. Far fewer Ethiopians, 2,500 to 4,000, and refugees from the former Soviet Union, 3,000 to 6,000, live in Texas. A section for each ethnic group summarizes their responses for the following: (1) demographics; (2) family and household; (3) education and English; (4) employment and income; (5) health; (6) transportation; (7) citizenship; and (8) quality of life. Twelve tables and 229 graphs illustrate survey responses. (SLD)

ED 383 816 UD 030 488

Chapter 1 Successful Schools. Pilot Project Report. 1993-94.
PUB DATE- 94
NOTE- 36p.; For related technical papers, see UD 030 487.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Compensatory Education; *Cooperation; *Educationally Disadvantaged; Elementary Secondary Education; Federal Aid; Instructional Leadership; Low Income Groups; Parent Attitudes; *Pilot Projects; Poverty; Program Evaluation; School District Wealth; *School Effectiveness; School Safety
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Florida

The Florida Successful Schools Project, a collaborative effort of the State Department of Education, school district Chapter 1 programs, and the Technical Assistance Centers in Atlanta, is designed to help the Florida schools that face the greatest challenges in helping students achieve in a safe and orderly environment. This report covers the first year of the project, which focused on three research perspectives: (1) a data base analysis of information about the schools; (2) staff and parent surveys based on effective school correlates; and (3) on-site observations and interviews. It found that schools with high concentrations of students from low-income families face tremendous challenges in meeting state educational goals for student performance, learning environment, and school safety. Nevertheless, some high poverty schools do better than state averages. These schools are characterized by higher student achievement, fewer minority students, more support staff, and lower suspension rates. The effective school correlates that provide the greatest contrasts between high and low achieving schools are safe and orderly learning environment, instructional leadership, and high expectations for students. Nineteen graphs and one figure present information about Florida schools. A separate document contains supporting technical papers. (Contains 22 references.) (SLD)

ED 383 753 TM 023 275

Valcke, M. M. A.; Dochy, F. J. R. C.

Knowledge Profiles of Students with Low and High Prior Knowledge States. OTIC Research Report 35.

PUB DATE- 92

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Ability; *Cognitive Processes; *College Students; *Economics; Foreign Countries; Higher Education; Knowledge Level; Literature Reviews; Profiles

IDENTIFIERS- *Knowledge Profiles; Netherlands; Open University (Netherlands); *Structure of Knowledge

This discussion of the quality and impact of the prior knowledge state presents theoretical and empirical explorations. The theoretical discussion offers a distinct approach to the analysis of prior knowledge based on an extensive literature review of theory, models, and practice about the structure of knowledge. This base is used to define a set of dimensions that are useful in constructing knowledge profiles. The dimensions are: (1) cognitive-psychological; (2) educational-psychological; (3) psychometric; and (4) content-based. In a discussion of empirical results, the dimensions are used to analyze the knowledge profiles of 591 economics students at the Open University of the Netherlands and the Maastricht University with low and high levels of prior knowledge of economics. In this sample, profile analysis did not help to reveal specific significant differences between the two subpopulations, although the research was helpful in defining and operationalizing a new approach to the analysis of prior knowledge states. Ten tables and 23 figures illustrate the investigation. (Contains 31 references.) (SLD)

ED 383 694 SP 036 037

Dilworth, Mary E.; Imig, David G.
Professional Teacher Development and the Reform Agenda. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Elementary Secondary Education; Higher Education; *Licensing Examinations (Professions); Partnerships in Education; *Professional Development; Professional Development Schools; *Schools of Education; *Teacher Certification; Teacher Education
IDENTIFIERS- ERIC Digests; National Board for Professional Teaching Standards; *National Goals; Professionalization of Teaching; *Reform Efforts

To transform and revitalize education and to acquire the knowledge and skills needed to instruct and prepare all American students for the next century, teacher education and professional development have been designated as one of the National Education Goals (added to the original six in 1994). The goal suggests that practicing teachers are key to the transformation of schools. This digest identifies schools of education, teacher licensing, and teacher certification as areas integrally tied to enhanced teaching and therefore essential to professional development. Emphasis is placed on forging new relationships between schools and schools of education and focusing attention on professional development and the establishment of new regulatory policies for licensing and relicensing teachers. It is also pointed out that the term "teacher certification" has recently come to have the same meaning in education as it does in other professions--a designation of advanced practice in a specialized area, based on a voluntary system of application and assessment. The conclusion is that professional development must promote teachers' continuous learning, integrating new knowledge about teaching and learning within the social contexts in which teaching takes place. (LL)

ED 383 732 TM 023 172

Stecher, Brian
The Cost of Performance Assessment in Science: The RAND Perspective.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 18 Apr 95
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Comparative Analysis; *Costs; Educational Assessment; Elementary School Students; Grade 5; Grade 6; Inferences; Intermediate Grades; Multiple Choice Tests; Science Education; *Scoring; *Test Construction; *Testing
IDENTIFIERS- Hands On Experience; Large Scale Programs; *Performance Based Evaluation; Rand Corporation
The resources necessary to create, administer, and score performance assessments in science were studied. RAND and the University of California, Santa Barbara (UCSB) designed performance tasks for science in grades five and six as part of a larger study of the feasibility of science performance assessment. Tasks were developed in pairs in task shells called inference and classification. A total of 2,200 students in both grades participated. Fifth graders completed the two UCSB tasks and sixth graders completed the four RAND tasks. Total costs for development, equipment preparation, task administration, and scoring were computed for each task. Results suggest that hands-on science testing is about 100 times as expensive as standardized multiple choice testing for a comparable amount of testing time and that it is five to six times as expensive as constructed response assessments in writing of comparable length. In addition, economies of scale associated with performance testing are limited. Task development costs drop dramatically as the number of students increases, but other costs do not. Implications for large-scale testing are considered. One figure and 11 tables present findings. (Contains 4 references.) (SLD)

ED 383 775 UD 030 445

Bruno, Paula
Integrated Diverse Enrichment for Academic Learning (Project IDEAL). Final Evaluation Report 1993-94. OER Report.
PUB DATE- 95
NOTE- 52p.; For the 1992-93 report, see ED 371 079.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Citizenship Education; *Cultural Awareness; Dropout Prevention; *English (Second Language); High Schools; High School Students; *Limited English Speaking; Mathematics Instruction; Native Language Instruction; Parent Participation; Program Evaluation; Science Instruction; Social Studies; Staff Development; *Urban Schools
IDENTIFIERS- New York City Board of Education; Project IDEAL NY;

Transitional Bilingual Education Programs

Integrated Diverse Enrichment for Academic Learning (Project IDEAL) was an Elementary and Secondary Education Act Title VII-funded project in its second year of operation in 1993-94 at Walton High School in the Bronx (New York). Project IDEAL served 174 students of limited English proficiency. Participants received instruction in English as a Second Language (ESL), native language arts (NLA), and the content areas of mathematics, science, and social studies. Staff development, including tuition reimbursement, and parent participation components were included, although it was difficult to stimulate participation. Project IDEAL met its objectives in NLA, American culture and citizenship, cultural pride, attitude toward school, career advising and career options, dropout prevention, attendance, staff awareness of student needs, and parent involvement. Science and social studies objectives were met, but mathematics and ESL objectives were not. Recommendations for improvement include finding better ways to measure achievement and ways to motivate parent participation. Seven tables present evaluation findings. Four appendixes include a student essay, lists of instructional materials, class schedules, and the Likert scales used in the evaluation. (Author/SLD)

ED 383 796 UD 030 467

Howell, John F.
Drug and Alcohol Use Survey Results: 1990-1995.
PUB DATE- Apr 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Education; *Drinking; Drug Education; *Drug Use; *Elementary School Students; Grade 6; Grade 9; High Schools; *High School Students; Intermediate Grades; Marijuana; Public Schools; Response Rates (Questionnaires); Surveys; Trend Analysis; Urban Schools
IDENTIFIERS- *Springfield Public Schools MA

Results of surveys completed by students in grades six and nine in the Springfield (Massachusetts) public school system are reported for 1990 through 1995. The report is based on an analysis of responses within user-defined categories of drug use, alcohol use, and nonuse. In 1995, while 72 percent of those in grade 6 responded, only 26 percent of those in grade 9 responded to the survey, continuing a serious decline in responding from the high in 1990 of 82 percent of ninth graders. Sample sizes varied throughout the period, ranging from a low of 453 ninth graders in 1995 to a high of 1,419 sixth graders in 1990. The 1995 sixth-grade sample consisted of 1,291 students. The most definite trend revealed by the surveys is the increased awareness among students of drug activity in schools and neighborhoods. There have always been a few drug users in grade 6 (30 in 1995), but the numbers have remained too small to analyze. In 1990 only 14 percent of ninth graders reported using drugs and alcohol, and in 1995, 22 percent reported such use. Almost one fifth of those who report using drugs drink every day, and all drug users report using alcohol. Marijuana was the most frequently used drug, and its use was increasing. Eight tables present findings about drug and alcohol use by grade. (SLD)

ED 383 817 UD 030 489

Connell, James P., Ed.; And Others
New Approaches to Evaluating Community Initiatives. Concepts, Methods, and Contexts. Roundtable on Comperhensive Community Initiatives for Children and Families.
PUB DATE- 95
NOTE- 238p.

LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Welfare; *Community Programs; Conferences; *Evaluation Methods; Evaluators; Family Programs; *Program Evaluation; *Social Science Research; *Theory Practice Relationship; Urban Areas; Urban Youth
IDENTIFIERS- *Indicators

The Roundtable on Comprehensive Community Initiatives for Children and Families is a forum in which persons involved in the current generation of community-based cross-systems can engage in discussion about their work. Roundtable members, now numbering 30, meet biannually to share lessons they are learning and to work on common problems they face. The Roundtable has created a Steering Committee on Evaluation to develop new approaches to program evaluation. As a first step in its work, the Committee commissioned papers to serve as the launch point for a session in August 1994 that resulted in the Committee's detailed work plan. The commissioned papers presented here are: (1) "Introduction" (Anne C. Kubisch, Carol H. Weiss, Lisbeth B. Schorr, and James P. Connell); (2) "Evaluating Comprehensive Community Initiatives: A View from History" (Alice O'Connor); (3) "Nothing as Practical as Good Theory: Exploring Theory-based Evaluation for Comprehensive Community Initiatives" (Carol Hirschon Weiss); (4) "How Do Urban Communities Affect Youth? Using Social Science Research To Inform the Design and Evaluation of Comprehensive Community Initiatives" (James P. Connell, J. Lawrence Aber, and Gary Walker); (5) "Problems in the Evaluation of Community-Wide Initiatives" (Robinson G. Hollister and Jennifer Hill); (6) "Using Community-Level Indicators of Children's Well-Being in Comprehensive Community Initiatives" (Claudia J. Coulton); and (7) "The Role of the Evaluator in Comprehensive Community Initiatives" (Prudence Brown). (SLD)

ED 383 712 SP 036 082

America's Teachers Ten Years After "A Nation at Risk." Findings from "The Condition of Education," 1994, No. 3.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- May 95
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Degrees (Academic); Demography; *Educational Trends; Elementary Secondary Education; Faculty Mobility; Higher Education; *Public School Teachers; Teacher Attitudes; Teacher Certification; *Teacher Characteristics; Teacher Education; *Teacher Employment; *Teacher Qualifications; Teacher Recruitment; Teacher Role; Teacher Salaries; *Teacher Supply and Demand; Teaching Experience
IDENTIFIERS- Nation at Risk (A)

Because of the central role of teachers in quality elementary and secondary education, this booklet briefly outlines the condition of public school teachers and how aspects of it have changed in the 10 years since "A Nation at Risk" was published. In short sections illustrated by tables and figures using data from various national sources the booklet covers demography, supply and demand, education, qualifications, compensation, influence on decision making, and attitudes. Overall the number of teachers had grown faster than student enrollment, though class size has generally not fallen. Almost all teachers are certified to teach in their main assignment field, though one quarter to one third in math and science neither majored nor minored in these subjects. More teachers have masters degrees in 1991 than in 1981 and college course-taking patterns of new teachers are generally comparable to those of other college graduates. Salaries have risen and the work force is more experienced. Teacher attrition is not high though some schools have difficulty finding qualified teachers to fill vacancies. Few districts, provide salary incentives or bonuses to recruit or retrain teachers where a shortage exists. (Contains 17 references.) (JB)

ED 383 754 TM 023 277

Dochy, F. J. R. C.; Valcke, M. M. A.

Validation of Knowledge Profile Dimensions: Looking for Empirical Evidence. OTIC Research Report 33.

PUB DATE- 92

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Processes; *College Students; Educational Practices; *Educational Theories; Evaluation Methods; Foreign Countries; Higher Education; Knowledge Level; Models; Profiles; *Validity

IDENTIFIERS- *Expertise; *Knowledge Profiles; Netherlands

The structure of expertise is investigated along a variety of dimensions. A new and distinct approach is used, which is based on extensive analysis of theories, models, and practice-based strategies found in the literature. This base is used to define a set of dimensions that might be helpful in constructing knowledge profiles. The four dimensions designated are: (1) cognitive-psychological; (2) educational-psychological; (3) psychometric; and (4) content-based. Two approaches are used to support the relevance and validity of the knowledge profile dimensions, both based on data from a research project involving 627 students at the University of Maastricht and the Dutch Open University. The extent to which variables along the dimensions give information about different components of expertise was examined, and the discriminatory power of the knowledge profile dimensions to make apparent expertise differences between student subpopulations was explored. The nonhierarchical dimensions identified suggest that they do relate to different components of the prior knowledge state, a finding further supported by the profile analyses of the different populations. Several knowledge profile dimensions seem promising for differentiating prior knowledge. Eight figures and 13 tables present analyses data. (Contains 38 references.) (SLD)

ED 383 776 UD 030 446

Greene, Judy
Students Upgrading through Computer and Career Education System Services (Project SUCCESS). Final Evaluation Report 1993-94. OER Report.
PUB DATE- 95
NOTE- 51p.; For the 1992-93 report, see ED 373 137.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Education; Chinese; *Computer Uses in Education; English (Second Language); Evaluation Methods; High Schools; High School Students; *Limited English Speaking; Multicultural Education; Native Language Instruction; Parent Participation; Program Evaluation; Spanish Speaking; *Teacher Education; *Urban Schools
IDENTIFIERS- Elementary Secondary Education Act Title VII; *New York City Board of Education; *Project SUCCESS (Computer and Career Educ); Transitional Bilingual Education Programs

Students Upgrading through Computer and Career Education System Services (Project SUCCESS) was an Elementary and Secondary Education Act Title VII-funded project in its fourth year of operation. The project operated at two high schools in Brooklyn and one in Manhattan (New York). In the 1993-94 school year, the project served 393 students of limited English proficiency who had Spanish or Chinese as their native language. They received instruction in English as a Second Language (ESL), native language arts (NLA), and the content areas of mathematics, science, and social studies. Staff development and parent participation components were included. Project SUCCESS met its objectives for Chinese NLA content area, American culture and citizenship, cultural pride, attitude toward school, career development, attendance, dropout rate, staff development, and curriculum development. While the ESL objective was partially met, Spanish NLA and staff enrollment objectives were not. Administering an assessment to native Spanish speakers and encouraging more staff enrollment in college-level courses are recommended. Seven tables present evaluation findings. Appendixes list instructional materials and class schedules and contain the Likert scales (in English and Spanish) from the evaluation. (Author/SLD)

ED 383 797 UD 030 468

Howell, John F.

Using Profiles To Improve Schools.

PUB DATE- 20 Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attendance; *Decision Making; Educational Change; *Educational Improvement; Educational Planning; Elementary Secondary Education; *Profiles; Public Schools; School Statistics; *Standards; Student Characteristics; Test Results
IDENTIFIERS- *Educational Indicators; *Springfield Public Schools MA

As part of an effort to improve Springfield (Massachusetts) public schools, School Centered Decision Making Teams (SCDMT) have been created at each school. To help the SCDMTs produce more meaningful and useful School Improvement Plans (SIPs), the school system has been working to produce a profile for each school. The availability of profiles was a way to both show the needs of a school as well as hold the school accountable to certain goals and objectives. The goal of profiles is not to allow comparisons of schools, but to enlist the support of teachers, parents, and administrators in improving instruction. The profile eventually developed included information on average student attendance; teacher absences; student, parent, and teacher attitude; academic achievement; retention percentage; and some information about student activities and plans. A school system standard, a value for the school, and the degree of change were included for each profile indicator. All schools in the system produced school improvement plans for 1992-93 and 1993-94, and all used their profiles to some degree when developing their plans. Three tables present sample profiles and profile areas. An appendix lists 40 items from the survey used to develop the sample profile. (Contains 5 references.) (SLD)

ED 383 695 SP 036 038

Reconceptualizing Professional Teacher Development. ERIC Digest

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 4p.; This ERIC Digest was adapted from the article: Dilworth, M.E., & Imig, D.G. (1995, Winter). Professional teacher development. The ERIC Review, 3(3), 5-11.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Change Strategies; Competency Based Education; Elementary Secondary Education; Higher Education; Holistic Approach; *Inservice Teacher Education; Mentors; Partnerships in Education; *Preservice Teacher Education; *Professional Development; Professional Development Schools; Reflective Teaching; School Based Management
IDENTIFIERS- ERIC Digests; *Reform Efforts

This digest highlights ways in which new and seasoned teachers are developing a repertoire of skills and knowledge that complement education reform efforts. For example, rather than seeing each stage of a teacher's professional life as distinct and separate, a more holistic view of the development of teacher from novice to advanced practitioner is recommended. Inservice programs must be recast to reflect the following paradigm shifts: (1) from deficit-based to competency-based approaches; (2) from replication to reflection; (3) from learning separately to learning together; and (4) from centralization to decentralization or site-based management. New concepts that have emerged in the past decade include professional development, partner, or clinical schools; educational partnerships; and mentoring programs. Societal issues such as crime, drug and alcohol abuse, poverty, homelessness, and child abuse have also influenced how teachers practice and are trained. To meet these challenges greater collaboration between social service providers and educators has become necessary. Results of this collaboration are evident in comprehensive service programs involving schools of education, medicine, nursing, criminal justice, and social work. (Contains eight references.) (LL)

ED 383 733 TM 023 173

WCPSS Reading Recovery 1990-94. Evaluation Report. E&R Report No. 95.09A.

PUB DATE- 18 Apr 95
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Intervention; *Educationally Disadvantaged; *Elementary School Students; Grade 1; Low Achievement; Outcomes of Education; Primary Education; Program Evaluation; Reading Difficulties; Reading Programs; *Tutoring
IDENTIFIERS- *Reading Recovery Projects; *Wake County Public School System NC

Reading Recovery (RR) is an early intervention program that provides intensive one-on-one services for first-grade students who experience difficulty in learning to read. RR teachers provide daily individualized lessons for 30 minutes until children are able to perform within the average range for their peers. RR was initiated in the Wake County Public School System (North Carolina) in the fall of 1990-91 and served 292 students in 35 schools in 1993-94. Evaluation has found that RR has not been able to meet its major short-term and long-term goals in Wake County. About half of all RR students have successfully reached first-grade reading levels, but success rates have declined since the first year of the program. Only one third of those who successfully reached grade level in 1990-91 and 1991-92 scored at grade level as third graders, about the same as comparison groups who received no RR services. No differences were found in needs for retention, special education, or Chapter 1 services. As currently implemented, RR is not enough to keep many Wake County low achievers reading at grade level. Eleven figures illustrate the findings. Two attachments and an appendix summarize results. (Contains 13 references.) (SLD)

ED 383 755 TM 023 284

Gundem, Bjoerg B.
Redefining the Curriculum: The Place and Role of Tradition. The Case of the Norwegian "Core" Curriculum.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Core Curriculum; Cultural Influences; *Curriculum Development; Definitions; Educational Change; *Educational Policy; *Elementary Secondary Education; Foreign Countries; *Multicultural Education; Nontraditional Education; Social Attitudes; *Traditionalism; Values
IDENTIFIERS- *Norway

The pursuit of curriculum and the role of tradition in curriculum development are explored for Norway at the national-political level. The contexts of influence and of policy text production are considered. In Norway there currently exists a new type of nationally mandated curriculum guideline, a general policy curriculum document calling for a core curriculum of principles and aims, rather than a core of factual knowledge and skills. These revised curriculum guidelines are linked to new interests in the family situation, internationalization, the explosion of the mass media, and the emphasis on multiculturalism. Nevertheless, these developments stand in the cultural and knowledge traditions of Norwegian education. The paradoxes and promises of tradition are linked with all curriculum development, and are integral to the task of the curriculum developer. (Contains 16 references.) (SLD)

ED 383 818 UD 030 490

The National Education Goals Report. Volume One: National Data.

PUB DATE- 94
NOTE- 148p.; For Volume Two, see UD 030 491, for the 1994 National Goals Report, see ED 380 054.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Education; *Child Health; Comparative Analysis; Discipline; Drug Use; *Educational Objectives; Elementary Secondary Education; Family Environment; High School Graduates; International Studies; *National Norms; Preschool Education
IDENTIFIERS- *Educational Indicators; *National Education Goals 1990; National Education Goals Panel

The "1994 National Education Goals Report" consists of three documents, a central report focusing on core indicators, a volume of state data, and this volume of national data about the educational progress the nation and states are making. This volume contains comprehensive sets of measures to describe national progress toward the eight national education goals. Sixteen core indicators describe progress toward six goals; no indicators have yet been developed for the newest goals, parental participation and teacher education and professional development. Exhibits, in graph and chart form, illustrate 16 core indicators: (1) the Children's Health Index; (2) immunizations; (3) family reading and storytelling; (4) preschool participation; (5) high school completion; (6) mathematics achievement; (7) reading achievement; (8) international mathematics achievement comparison; (9) international science achievement comparisons; (10) adult literacy; (11) participation in adult education; (12) participation in higher education; (13) student drug and alcohol use; (14) sale of drugs at school; (15) student and teacher victimization; and (16) disruptions in class by students. Sixty-five exhibits illustrate these indicators. One appendix contains technical notes and sources, and the other provides acknowledgments. (SLD)

ED 383 713 TM 023 131

Coley, Richard J.; Goertz, Margaret E.

Educational Standards in the 50 States: 1990.

PUB DATE- Aug 90
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Attendance; Educational Assessment; Educational Change; *Educational Trends; Elementary Secondary Education; Graduation Requirements; National Surveys; *Profiles; School Choice; School Districts; Staff Development; *Standards; *State Legislation; State Programs; Teacher Certification; Teacher Education; Trend Analysis

This report describes state educational standards in effect for the 1989-90 school year. It is the third report in a series that has tracked state standards since 1984-85. The first part of the report summarizes state educational standards for the 1989-90 school year and the changes that took place across the states between 1984-85 and 1989-90. The second part of the report contains individual profiles of each of the 50 states. These profiles present more detailed information on: (1) student standards (testing, high school graduation requirements, attendance, and other policies); (2) teacher standards (teacher preparation, certification and relicensing, and staff development); (3) school and district standards (minimum length of the school year and school day and curriculum requirements); and (4) public school choice programs. Seven figures and four tables summarize state standards. (Author)

ED 383 798 UD 030 469

Gillborn, David

The Crisis of White Ethnicity in Multicultural Schools: Hearing Student Voices. First Draft.

PUB DATE- Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethnicity; Foreign Countries; *Multicultural Education; Qualitative Research; *Racial Discrimination; Secondary Education; *Secondary School Students; Student Attitudes; *Student Role; Teaching Methods; *White Students
IDENTIFIERS- *Antibias Practices; England

Qualitative research techniques were used to explore questions of pedagogy and lived student experience in two English secondary schools that have given multicultural education a high priority. The paper focuses on the roles and experiences of students aged 11 to 16, examining their pivotal role in supporting and extending antiracist developments. The position of white students in these schools highlights dilemmas in antiracist theory and practice. Their reactions to antiracist change are examined, and the attempts of the schools to involve them positively in antiracist developments are described. The paper concludes with a discussion of the concept of white ethnicity. On both sides of the Atlantic, constructions of whiteness are often constrained by rightist, nationalist, and racist discourses. If antiracism is to challenge these ideologies, a pressing task is to address the idea of whiteness itself and to identify new emancipatory discourses such that white students can find a legitimate voice and role in antiracist struggles. One figure summarizes some student responses. (Contains 48 references.) (Author/SLD)

ED 383 696 SP 036 040

Price, Jeremy N.; And Others
Marshaling Resources for Reform: District Administrators and the Case of Mathematics. Research Report 95-2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Attitudes; *Educational Change; Educational Resources; Elementary Education; *Mathematics Curriculum; *Mathematics Instruction; Principals; *Resource Allocation; School Districts; Teacher Attitudes; Teaching Methods; Urban Education; Urban Schools
IDENTIFIERS- *Reform Efforts

Contemporary reforms lobby for deep changes in mathematics teaching and learning, yet classroom practice continues, in many places, to be as conventional as ever. This study examines how one mid-sized urban school district marshaled resources for change in mathematics instruction. The study involved a 3-year observation of a small group of teachers, an analysis of the allocation of resources, and interviews with principals and central office staff to explore the impact of administrator attitudes and agendas on change in mathematics instruction. Teacher observation found that, though all eleven focal teachers were using new "reform-oriented" mathematics textbooks and most added some manipulatives and problem solving to their teaching, only one teacher seemed deeply involved in the ideas of the mathematics reforms. Resources available for reading and language arts were found to be dramatically more extensive than for mathematics. Interviews with six principals found that each had a personal agenda where mathematics reform fell deeply into the backdrop of daily concerns. Interviews with central office staff suggested that their familiarity with reforms was modest and often represented in slogans. Central office staff justified resource allocation to literacy efforts because they believed reading was prior to everything else. The paper closes by arguing that relatively ignorant of mathematics reforms, administrators are less inclined to allocate the significant resources necessary to effect real change. (Contains 24 references.) (JB)

ED 383 734 TM 023 182

Wolverton, Mimi

Decision Making, Structure and Institutional Notions of Quality: A Case Study.

PUB DATE- 18 Apr 95

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Community Colleges; Core Curriculum; *Decision Making; Educational Assessment; Educational Change; *Educational Quality; Minority Groups; Organization; Staff Development; *Strategic Planning; *Systems Approach; *Total Quality Management; Two Year Colleges; Urban Schools

IDENTIFIERS- *Reform Efforts

Few studies have focused on the effects of systemic change and decentralized decision making on organizational structure and on an institution's notion of quality education. This study examined such interconnections at a community college given the pseudonym America Community College (ACC). ACC is a multi-campus metropolitan area college in a area of high crime, high unemployment, and racial tensions. More than 75% of the 55,000 full-time students each year are people of color. Major reforms in the last two decades have established a core curriculum, a computerized advising and articulation system, and a student placement assessment system. A second set of reforms tied a comprehensive faculty development program, including continuing education and tuition reimbursement, to a faculty advancement system. Using the models of strategic planning, total quality management, and systems thinking, the study traced the reform efforts over 20 years, demonstrating the cyclical spiraling of decision making at the college. Four figures illustrate the concepts. (Contains 33 references.) (SLD)

ED 383 756 TM 023 286

Griffin, Marlynn M.; Griffin, Bryan W.
An Investigation of the Effects of Reciprocal Peer Tutoring on Achievement, Self-Efficacy, and Test Anxiety.
PUB DATE- Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the National Consortium for Instruction and Cognition (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cooperative Learning; Feedback; Higher Education; *Peer Teaching; Self Efficacy; *Test Anxiety; *Tutoring; *Undergraduate Students
IDENTIFIERS- *Reciprocity

Reciprocal peer tutoring (RPT) is a cooperative learning strategy that capitalizes on the benefit students receive from preparing to tutor one another (Pigott, Fantuzzo, and Clement, 1986; Wolfe, Fantuzzo, and Wolfe, 1986). In this study, the effects of RPT on the academic achievement, academic self-efficacy, and test anxiety of 47 undergraduate students were investigated. Students developed a series of test questions, used these questions to quiz each other prior to unit examinations, and provided corrective feedback to the questions developed. Findings indicated that the RPT procedure had no statistically significant effects on either achievement or self-efficacy, but did increase test anxiety. Three tables present study findings. An appendix, with an additional table, provides information about the instruments used. (Contains 32 references.) (Author/SLD)

ED 383 777 UD 030 447

Greene, Judy

Project Pride. Final Evaluation Report, 1993-94. OER Report.

PUB DATE- 95

NOTE- 36p.; For the 1992-93 report, see ED 371 075.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Computer Uses in Education; Dropout Prevention; *English (Second Language); *Haitians; High Schools; High School Students; *Limited English Speaking; Mathematics Instruction; *Multicultural Education; Native Language Instruction; Parent Participation; Social Studies; Staff Development; *Urban Schools

IDENTIFIERS- Elementary Secondary Education Act Title VII; *Language Minorities; New York City Board of Education; *Project Pride NY; Transitional Bilingual Education Programs

Project Pride was an Elementary and Secondary Education Act Title VII-funded project for Haitian-born students. The project was in its fifth and final year in 1993-94 at Erasmus Hall High School in Brooklyn (New York). Participating students (n=158) received instruction in English as a Second Language (ESL), native language arts (NLA), and the content areas of science, mathematics, and social studies. A literacy component and multicultural education were included. Staff development and training in computer use and parent participation components were also included. The project met its ESL objectives for literacy-level instruction and objectives for familiarity with American culture and citizenship education, cultural pride, dropout prevention, attendance, and curriculum development. It met its staff development objectives and its parental involvement objectives, but it was not possible to evaluate the ESL objective for computer use. The ESL objective as measured by the Language Assessment Battery was not met. In this final year, no recommendations are made for project improvement. One table presents evaluation findings. Three appendixes list instructional materials and class schedules and present the evaluation scales. (Author/SLD)

ED 383 819 UD 030 491

The National Education Goals Report. Volume Two: State Data.

PUB DATE- 94
NOTE- 261p.; For Volume One, see UD 030 490, for the 1994 National Goals Report, see ED 380 054.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adult Education; Child Health; Comparative Analysis; Discipline; Drug Use; *Educational Objectives; Elementary Secondary Education; Family Environment; High School Graduates; International Studies; Preschool Education; *Profiles; *State Action; Tables (Data)
IDENTIFIERS- *Educational Indicators; *National Education Goals 1990; National Education Goals Panel

The "1994 National Education Goals Report" consists of three documents, a central report focusing on core indicators, a volume devoted to national data, and this volume on state progress toward the National Education Goals. State data is presented in profiles for each state, the District of Columbia, American Samoa, Guam, the Northern Marianas, Puerto Rico, and the Virgin Islands. For each state, each of the goals is listed, and information in support of state progress is given in graphs and tables. Direct measures of the goals and objectives are given in such areas as child health and nutrition; high school completion and dropouts; and other measures of academic achievement, including advanced placement programs, adult literacy, educational environment, and school safety. Appendix A lists sources, Appendix B contains the technical notes, and Appendix C lists acknowledgments. (SLD)

ED 383 714 TM 023 135

Eignor, Daniel R.; And Others

The Effects on Observed- and True-Score Equating Procedures of Matching on a Fallible Criterion: A Simulation with Test Variation.

PUB DATE- Oct 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Criteria; *Equated Scores; Item Response Theory; *Raw Scores; Sampling; Simulation; *Test Format; *True Scores
IDENTIFIERS- *Equipercentile Equating; Levine Equating Method; Three Parameter Model; *Tucker Common Item Equating Method

Two recent simulation studies were conducted to aid in the diagnosis and interpretation of equating differences found between random and matched (nonrandom) samples for four commonly used equating procedures: (1) Tucker; (2) Levine equally reliable; (3) Chained equipercentile observed-score; and (4) three-parameter, item response theory true-score equating. For these simulations logistic, test forms were equated to themselves, a situation that does not pattern reality. In the current simulation, test variation was added as an additional variable for study. The results of the current simulation confirmed the results of the previous two simulations and support the prediction based on theoretical grounds that observed-score equating methods, such as Tucker and Chained equipercentile, are more affected by sample variation than are a true-score method (IRT) or an observed score method based on true-score assumptions (Levine equally reliable). The results further suggest that matching equating samples on the basis of a fallible measure of ability, such as anchor test score, is not advisable for any equating method studied except possibly the Tucker method. Three figures and one table present simulation results, and an appendix contains two additional tables. (Contains nine references.) (Author)

ED 383 735 TM 023 186

Hoffman, Lee McGraw
State Dropout Data Collection Practices: 1991-92 School Year. Methodology Report.
PUB DATE- Mar 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Definitions; Dropout Rate; *Dropouts; Elementary Secondary Education; Enrollment; Females; Males; *Research Methodology; *School Districts; Sex Differences; *State Programs; Surveys
IDENTIFIERS- *Common Core of Data Program; National Center for Education Statistics

The school year 1991-92 was the first in which states reported school district level data on the numbers and types of dropouts in the Common Core of Data (CCD) Agency Universe Survey. Information included numbers of male and female dropouts in 5 racial/ethnic categories for grades 7 through 12. The CCD defined a dropout as a student who had been enrolled at any time during the previous school year and was not enrolled on October 1 of the current school year. Because it was the introductory year of such reporting, the National Center for Education Statistics (NCES) asked the states how successful they had been in meeting the requirements. Across the 50 states and the District of Columbia, 43 states (including the District of Columbia) reported dropout counts by school district, with the number expected to rise in 1993-94. Of the 43 reporting states, 14 followed CCD standards so well that NCES can publish their 1991-92 data. This study identified ways in which the state reports differed from CCD standards. Issues of reporting comprehensiveness are explored. Nineteen tables (including six in an appendix) and one figure present survey findings. Three appendixes contain Dropout Task Force report, dropout reporting interview questions, and technical notes. (SLD)

ED 383 757   TM 023 287

Griffin, Marlynn M.; And Others

The Effects of Cooperative Assessment on Goals, Perceived Ability, Self-Regulation and Achievement.

PUB DATE- Apr 95
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Academic Achievement; Cognitive Processes; Cooperative Learning; Higher Education; *Objectives; Pretests Posttests; Psychology; *Student Attitudes; Student Motivation; Test Construction; *Undergraduate Students
IDENTIFIERS- *Cooperative Assessment; *Self Regulated Learning

Cooperative assessment was investigated in a classroom setting, examining achievement outcomes, effects on motivation, and student perceptions of the cooperative assessment process. Eighty-four undergraduate psychology students participated in this nonequivalent control group study design. It was hypothesized that students taking tests using a cooperative assessment procedure would perform significantly better on a posttest of educational psychology course concepts than would students completing tests in a traditional format. Effects of the treatment on goal orientation, perceived ability, self-regulation, and depth of processing were examined. Analysis of covariance indicated that there were no significant differences between the groups on the posttest, and that the hypothesis was not supported. There were also no differences between groups on measures of goal orientation, perceived ability, and depth of processing. Student reactions to the cooperative assessment procedure were overwhelmingly positive. Students enjoyed taking tests in groups, and felt that they learned more through this process as they discussed and debated the responses to the test items. Two tables illustrate the discussion, and two appendixes provide supplemental information. (Contains 24 references.) (Author/SLD)

ED 383 778 UD 030 448

Title VII Special Alternatives Community School District 15. Final Evaluation Report, 1993-94. OER Report.

PUB DATE- 95

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Career Education; *English (Second Language); *Immigrants; Intermediate Grades; Junior High Schools; *Limited English Speaking; Literature; Mathematics; Middle Schools; *Nontraditional Education; *Parent Participation; Peer Teaching; Program Evaluation; Sciences; Social Studies; Staff Development

IDENTIFIERS- *Elementary Secondary Education Act Title VII; Language Minorities; *Middle School Students; New York City Board of Education

Title VII Special Alternatives was an Elementary and Secondary Education Act Title VII-funded project in its fourth year of operation in 1994-94. The project served 151 middle school students of limited English proficiency in four schools in Brooklyn (New York). More than 10 native languages were represented. Participating students received instruction in English as a Seconu Language (ESL) and the content areas of social studies, science, mathematics, and literature. The project also provided career education using an ESL approach. The project included a broad range of staff and curriculum development activities as well as workshops, general education diploma programs, and ESL classes for parents of participating students. The project met its objectives for staff development, curriculum development, and parental involvement, but did not meet its ESL objective. It is recommended that the reasons for the lack of growth in English language skills be assessed and that intensive peer tutoring and assistance be offered. Five tables present evaluation findings. An appendix lists instructional materials. (Author/SLD)

ED 383 799 UD 030 470

Walker-Moffat, Wendy

What Do Fertility Rates Have To Do with Immigration Concerns in California?

PUB DATE- 22 Apr 95

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Birth Rate; Costs; *Educational Attainment; Family Size; *Females; Immigrants; *Immigration; Low Income Groups; *Mexican Americans; Population Trends; State Programs

IDENTIFIERS- *California

In California, the principal focus of the debate over immigrants has been on undocumented Mexican-born women and their children. This is because they are the largest immigrant group in California and because the women and their children are the primary beneficiaries of the highest-cost state government budget items related to immigrants. Using census data, this analysis finds that Mexican-born women who entered the United States between 1987 and 1990 have a fertility rate lower than that of U.S.-born Latinas, lower than Americans as a group, and lower than the replacement rate. Most of these women were between the ages of 15 and 24. It is logical to expect the fertility rate of these young women to increase as they grow older, but the lifetime fertility rate for immigrants will reflect their levels of education. The importance of education to lower the fertility rate has often been pointed out, even though no clear explanation has been provided. Many of the assumptions upon which the assessment of costs of immigrants are based are wrong because most studies to date have ignored the single most important variable in the assessment of immigrant costs: fertility rates. Most studies have also ignored the connection between changes in the fertility rate of recent immigrants, and the legalizations of almost five million Mexican immigrants in the 1980s. (Contains 49 references.) (SLD)

ED 383 697 SP 036 042

Stoddart, Trish; Floden, Robert E.
Traditional and Alternate Routes to Teacher Certification: Issues, Assumptions, and Misconceptions. Issue Paper 95-2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95

NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alternative Teacher Certification; College School Cooperation; Comparative Analysis; *Educational Change; *Educational Trends; Elementary Secondary Education; Field Experience Programs; Higher Education; Inservice Teacher Education; Politics of Education; *Preservice Teacher Education; *Teacher Recruitment; *Teacher Supply and Demand; Teaching Experience
IDENTIFIERS- *Reform Efforts

States have created "alternate" routes to teacher certification. Comparison of alternate and college-based programs reveals clear trends in recruitment but a mixed picture regarding development of expertise. Alternate certification represents a radical departure from the current norm of teacher preparation. Several factors have led to the rise of alternative certification: a decline in the public's confidence that colleges could recruit and adequately prepare enough effective teachers, concerns about teacher shortages, worries about the quality of newly entering teachers, and concern about the academic quality of individuals entering the teaching profession. Those in favor of the two competing efforts to reform teacher education, alternative certification and reform of college-based preparation, make different assumptions about what knowledge teachers need. University-based programs assume that pedagogical content knowledge needs to be developed in a professional program. Alternative route programs assume that pedagogical skills develop as teachers teach. However, research shows that alternative routes which rely on a teacher's own experience may miseducate teachers and may narrow the range of settings for which teachers are prepared. A key argument in favor of alternative certification is that it may draw mature individuals with prior work experience to the teacher pool. (Contains 120 references.) (JB)

ED 383 715 TM 023 136

Stricker, Lawrence J.
SAT Scores and Academic Performance in High School.
PUB DATE- Jan 90
NOTE- 22p.

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Class Rank; *College Entrance Examinations; Correlation; *Grade Point Average; High Schools; *High School Students; Prediction; Scores; Test Construction; *Test Format; Test Results; Test Validity
IDENTIFIERS- *Scholastic Aptitude Test

The aim of this study was to appraise whether different forms of the Scholastic Aptitude Test (SAT) used since the mid 1970s varied in their correlations with academic performance criteria in the same cohort of examinees. A 1975 form and a 1985 form were administered to equivalent samples of high school juniors, and self-reported grade-point average and high school rank were obtained. The SAT Verbal and Mathematical scores generally had similar correlations with the grade criteria in the two samples, but the Verbal score had a significantly higher correlation with school rank in the 1985 sample. The principal conclusion is that the 1975 form of the SAT does not have greater validity than the 1985 form in assessing academic performance, at least at the high school level. This outcome offers no support for the hypothesis that the decline in the SAT's ability to predict college grades since the mid 1970s, observed in recent research, is attributable to changes in the test. Three tables present analysis details. (Contains seven references.) (Author)

ED 383 736 TM 023 187

Leonard, David K.; Jiang, Jiming
Gender Bias in the College Predictions of the SAT.

PUB DATE- 21 Apr 95
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Evaluation Methods; *Females; *Grade Point Average; Grades (Scholastic); Higher Education; High Schools; *High School Students; Males; *Prediction; *Sex Bias; Sex Differences; Test Bias; Test Construction
IDENTIFIERS- College Entrance Examination Board; *Scholastic Aptitude Test; University of California Berkeley

This paper demonstrates that the various College Board examinations, most importantly the Scholastic Aptitude Tests (SATs), make predictions of grade point averages at the University of California at Berkeley that are biased against women. This finding persists even when one has made corrections for differences in fields that women and men study and for selection bias. Because women in fact are better students than the SATs predict, they are underrepresented both proportionately and relative to their merit in Berkeley's freshman classes (as they would also be in scholarship competitions and at other selective colleges). The differences in predicted grades are small, but if unbiased tests were used, Berkeley would have at least 5% more women in its freshmen classes (200 to 300 per year). Various solutions to the bias in the SATs are explored. Simple mathematical "fixes" by admissions officers will not work well. The best solution would be for the Educational Testing Service to correct the bias by altering the mix of questions in its tests. Failing this, college admissions staff should significantly expand the numbers of women's applications that are evaluated qualitatively. Five tables and six figures present analysis results. (Contains 18 references.) (Author/SLD)

ED 383 758 TM 023 288

Warkentin, Robert W.; And Others

An Exploration of the Effects of Cooperative Assessment on Student Knowledge Structure.

PUB DATE- Apr 95

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Analysis of Covariance; *Cognitive Structures; Cooperative Learning; *Educational Assessment; Educational Psychology; Higher Education; Multiple Choice Tests; Pretests Posttests; *Student Attitudes; *Test Construction; Testing; *Undergraduate Students

IDENTIFIERS- *Cooperative Assessment

Cooperative assessment was investigated in a classroom setting, examining achievement outcomes as measured by a multiple choice posttest of course content, a posttest of knowledge structure representation, and student perceptions of the cooperative assessment procedure. Eighty-three undergraduate psychology students participated in this nonequivalent control group study design. It was hypothesized that students taking tests using a cooperative assessment procedure would perform significantly better on a posttest of educational psychology course concepts than would students completing tests in a traditional format. Analysis of covariance indicated that there were no significant differences between the groups on the posttest and that the hypothesis was not supported. There were also no differences between groups on similarity or coherence measures of student knowledge structure. Student reactions to the cooperative assessment procedure were overwhelmingly positive. Students enjoyed taking tests in groups and felt that they learned more through this process as they discussed and debated the responses to the test items. One figure illustrates the discussion, and two appendixes provide supplemental information. (Contains 28 references.) (Author/SLD)

ED 383 779 UD 030 449

Augustin, Marc A.; Yanping, Ann

Alternative Basic Comprehension Program (Project A.B.C.). Final Evaluation Report, 1993-94. OER Report.

PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Development; Curriculum Development; Dropout Prevention; *English (Second Language); *Ethnic Groups; High Schools; High School Students; *Immigrants; *Limited English Speaking; Mathematics; Nontraditional Education; Parent Participation; Program Evaluation; Sciences; Social Studies
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education; *Project ABC NY

The Alternative Basic Comprehension Program (Project A.B.C.) was an Elementary and Secondary Education Act Title VII-funded special alternative instructional program in its fourth year at two high schools in the Bronx (New York). In 1993-94, the project served 264 students of limited English proficiency from many countries. Participating students received instruction in English as a Second Language (ESL) and the content areas of mathematics, science, and social studies. Although native language arts instruction was not offered, advanced Russian and Korean classes were available. Staff development and parent participation through ESL classes and field trips were components. Project A.B.C. met its objectives for career development, student apprenticeships and internships, dropout prevention, attendance, staff development, curriculum development, and parental involvement. It did not meet its ESL objectives and narrowly missed its content area objectives. It is recommended that the reasons for the lack of growth in English skills be assessed and that new ways to provide extracurricular activities be explored. Eight tables present evaluation findings. Appendixes list instructional materials and class schedules. (SLD)

ED 383 800 UD 030 471

Useem, Elizabeth; And Others
Urban Teacher Curriculum Networks and Systemic Change.
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperation; *Educational Change; Elementary Secondary Education; *Faculty Development; *Networks; *Teachers; *Urban Teaching
IDENTIFIERS- Focus Groups; *Philadelphia School District PA; Urban Mathematics Collaborative Project; World History Project

Among the best examples of the professional development of teachers that has become a key component of systemic educational reform are the curriculum-based teacher networks that have been created and nurtured in public schools by external private and public funders. This study examined the impact of four such networks on teacher renewal and systemic school reform in the school district of Philadelphia (Pennsylvania), the nation's fifth largest school district. The networks chosen were the largest, longest-lived, and most well-developed of Philadelphia's networks: (1) the Philadelphia Writing Project; (2) the Urban Mathematics Collaborative; (3) Science Resource Leaders; and (4) the World History Project (and its spinoff, Women in World History). Information came from document review, observation, interviews with 5 teachers from each network, and a survey completed by 193 teachers over all networks. Focus groups further explored the development and operation of these networks. Findings support the conclusions of other investigators that teacher-centered subject-area networks provide powerful learning experiences for their participants. Similarities and differences in the networks are traced. Seven tables (including graphs) present study findings. (Contains 33 references.) (SLD)

ED 383 698 SP 036 048

Cooke, Brian
A Quality Classroom: Quality Teaching Tools That Facilitate Student Success.
PUB DATE- 23 May 95
NOTE- 15p.; Paper presented at the Annual Meeting of the NISOD International Conference on Teaching Excellence (Austin, TX, May 23, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Research; *Classroom Techniques; Community Colleges; Educational Quality; Flow Charts; *Research Tools; *Teacher Student Relationship; *Total Quality Management; Two Year Colleges
IDENTIFIERS- *Santa Fe Community College NM

This presentation described practical applications and quality tools for educators that are based on original classroom research and the theories of motivation, learning, profound knowledge, systems thinking, and service quality advanced by Karl Albrecht, William Glasser, and W. Edwards Deming. The presentation was conducted in a way that demonstrated the classroom methodology and quality teaching practices. Tools described were: (1) a flow chart which helps students visualize and understand basic instructional objectives and expectations; (2) an affinity diagram which organizes output from a brainstorming session, generates, organizes, and consolidates information, and helps an improvement team develop its ideas and collective thoughts about an issue or task; (3) a moment-of-truth chart which defines students' expectations both for the instructor and for themselves and focuses attention on specific services necessary to meet or exceed customer expectations; (4) process metrics which help the instructor and students assess the quality of each class meeting for purposes of continuous improvement; (5) a consensogram which is a quick, confidential tool to inventory and assess a group's level of understanding, agreement, or commitment; and (6) a run chart which is a line graph that focuses on trends in service. The paper includes copies of a deployment flow chart, an affinity diagram, moment of truth charts (student, instructor), consensogram, and run charts. (JB)

ED 383 716 TM 023 137

Cook, Linda L.; And Others

Aligning Score Scales for Achievement Tests in Multiple Content Areas.

PUB DATE- Dec 90
NOTE- 132p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Course Content; High Schools; *High School Students; Intellectual Disciplines; Reference Groups; Sampling; *Scaling; *Scores
IDENTIFIERS- *College Board Achievement Tests

As a result of a recent College Board Admissions Testing Program Achievement Test scaling study, L. L. Cook and others recommended that the practice of sampling only high school juniors taking the achievement tests in June might be expanded to include sophomores and that a two-stage scaling procedure be evaluated. The two-stage procedure would include a first stage involving scaling tests on a within-cluster basis, but the second stage would involve taking the results of the first stage and following it with a second scaling in which scaled scores from the first stage would be used as input. This study experimentally evaluated these scaling recommendations, separating the Achievement Tests into a language test cluster and a nonlanguage test cluster. In addition, high school sophomores were added to the samples. Results indicate that addition of the sophomores does not improve the relationship between Achievement Test scores and the scaling covariates. There is evidence to suggest that the use of empirical values for the reference group and the use of a two-stage scaling procedure may improve the alignment of the Achievement Test scales. Seven tables and three figures present analysis results. (Contains nine references.) (SLD)

ED 383 737 TM 023 188

Williams, Janice E.

Use of Learning and Study Skills among Students Differing in Self-Regulated Learning Efficacy.

PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Cognitive Processes; High Schools; *High School Students; Rural Schools; *Social Cognition; *Study Skills; Tutoring
IDENTIFIERS- *Efficacy; Learning and Study Strategies Inventory; *Self Regulated Learning

The specific cognitive and affective learning and study strategies that best distinguished students reporting high and low self-regulated learning efficacy were determined. Participants (N=75) came from 12 rural public high schools. All students were administered the Learning and Study Strategies Inventory (LASSI) and Bandura's Efficacy for Self-Regulated Learning subscale during a school-sponsored tutoring program. Step-wise analyses of the 10 skill strategies revealed that self-regulatory efficacy was most significantly discriminated by cognitive self-testing and test strategies, and affective motivation. The overall results are consistent with a social cognitive model, which states that both cognition and affect need to be addressed to provide a more comprehensive picture of self-regulated learning. (Contains 17 references and 2 tables.) (Author)

Guo, Shuqin; And Others
Sex Differences in Personality: A Meta-Analysis Based on "Big Five" Factors.
PUB DATE- Apr 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Effect Size; *Females; Males; Meta Analysis; *Personality; Personality Measures; Psychometrics; *Sex Differences
IDENTIFIERS- *Big Five Markers; *Self Report Measures

Analyses of sex differences in personality have been reported only in particular scales or individual domains. In this study, a psychometric meta-analysis of adult sex differences in self-reported personality was conducted based on each of the "big five" factors. Examination of 76 studies (1,057 separate effect sizes) on 35 personality scales showed that women's scores were significantly higher than men's on measures of Neuroticism and Agreeableness. This finding raises the issue of whether the observed differences are due to differences in self-report or genuine differences in personality. Three tables are included. (Contains eight references.) (Author/SLD)

ED 383 780 UD 030 450

Duque, Diana L.
Capacity Building Special Alternatives Program Community School District 3. Final Evaluation Report, 1993-94. OER Report.
PUB DATE- 95

NOTE- 35p.; For the 1992-93 report, see ED 367 756.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Disadvantaged Youth; Elementary Education; *English (Second Language); *Ethnic Groups; Immigrants; *Limited English Speaking; Low Income; Nontraditional Education; *Parent Participation; Program Evaluation; Second Language Instruction; Staff Development; Standardized Tests; Teaching Methods
IDENTIFIERS- *Capacity Building; Elementary Seccndary Education Act Title VII; New York City Board of Education; Subject Content Knowledge

The Capacity Building Special Alternatives Program, an Elementary and Secondary Education Act Title VII-funded project in its second year of operation, functioned at seven schools in a community school district of Manhattan (New York). The project served 195 students of limited English proficiency (LEP) whose native languages were Albanian, Chinese, Haitian, Polish, Russian, and Serbo-Croatian. The project also targeted non-Latino LEP students with an achievement gap of more than one year in one or more content areas. Participants received instruction in English as a Second Language (ESL) and content areas using an ESL methodology. An active parent component was included. The program met its objectives for English language development and content area instruction in science. It met four of five staff development objectives, and one of two parental involvement objectives. Data was not adequate to evaluate one staff development objective and one parent participation objective. Better data collection is recommended for program improvement, as is exploring additional techniques to improve student mathematics skills. Four tables present evaluation data. Appendixes list instructional materials and class schedules. (SLD)

ED 383 801 UD 030 472

Gillborn, David
Racism, Modernity and Schooling: New Directions in Antiracist Theory and Practice. First Draft.
PUB DATE- Apr 95
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Theories; *Experience; Foreign Countries; *Multicultural Education; *Racial Bias; Racial Discrimination; Secondary Education; Student Attitudes; Violence
IDENTIFIERS- *Antibias Practices; *England; Modernity

Dominant conceptions of race, racism, and antiracism are becoming increasingly untenable. Based on research inside multiethnic schools, this paper explores the possibilities for a new, critical, and grounded approach to antiracism. It combines new research findings on antiracist practice in English secondary schools and a critical review of recent developments in the theorizing of contemporary subject identities. The paper concludes by outlining an approach ("critical antiracism") that addresses directly the lived experiences of teachers and students while recognizing the dynamic and contingent nature of racism. Critical antiracism acknowledges the complexity of contemporary identity politics and builds on original case study research in schools that have moved beyond rhetoric, to address antiracism as a central and crucial part of the lives of students and teachers. Of particular importance is the role students themselves play in encouraging a more rigorous and workable approach to antiracism. Included is a figure that provides a brief chronology of racial violence against children and youth in England. (Contains 54 references.) (Author/SLD)

ED 383 717 TM 023 138

Joy, Myra F.; And Others
An Evaluation of the Plan To Revise Special Education in New Jersey. Final Report.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of Special Education.
PUB DATE- Feb 91
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Delivery Systems; Educational Change; *Educational Planning; Elementary Secondary Education; Parent Attitudes; Pilot Projects; Program Evaluation; Program Implementation; Program Improvement; *Regular and Special Education Relationship; *Special Education; *State Programs
IDENTIFIERS- *New Jersey

In response to the recommendations of the New Jersey Special Education Study Commission and input from parents, educators, and the general public, the New Jersey Department of Education's Division of Special Education developed "A Plan To Revise Special Education in New Jersey" (1986), commonly called P2R. P2R calls for changes in the focus and process of service delivery, specifying that the instructional needs of students, not etiological or disability label, will be the keystone for service delivery decisions. An integral part of the pilot implementation if P2R was a 3-year evaluation by the Educational Testing Service. This report presents findings of the third year, examining implementation and operations, assistance plan contents, and the impact of the planned changes. Regular and special education staff have found the changes occurring under P2R to be professionally sound and of benefit to students. The largest programmatic change under P2R has been the provision for in-class services, which were found to improve student skills, self-esteem, work habits, and social skills. Parents have generally been well-satisfied with P2R changes. Twelve tables present evaluation findings. Four appendixes contain responses of those surveyed about the changes, survey data, and educator and parent questionnaires. (SLD)

ED 383 699 SP 036 050

Myers, Charles B.
Building and Sustaining School-University Collaborative Learning Communities: Overcoming Potential Inhibiting Factors.
PUB DATE- 13 Feb 95
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 12-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *College School Cooperation; *Educational Change; Elementary Secondary Education; Field Experience Programs; Higher Education; *Inservice Teacher Education; Organizational Change; Partnerships in Education; *Preservice Teacher Education; *Resistance to Change; *Teacher Attitudes; Teacher Educators
IDENTIFIERS- Reform Efforts

Efforts to bring pre-service and in-service teacher education together need to include changes in the ways educators think about student teaching, teachers, and schools. They need to move from the student teaching as bridge, teachers as artisan, and schools as facilities for production metaphors. Instead they need to change their thinking to see teaching as an ever changing inquiring, problem-solving endeavor, and to see schools as learning communities directly and concretely connected with the university as a learning community. Several factors can inhibit establishing such a vision. The first, inertia, can be overcome only by convincing individuals to participate in change for reasons with which they can personally identify. Organizational and structural obstacles to change require uncalculated work and personal effort often poured into simply making things work. Personal and attitudinal resistance to change among faculty is a serious obstacle which some faculty will not overcome. There must be a mechanism for these individuals to choose not to participate as well as a means for others to drop out in a face-saving way. Errors in perception and conception of the meaning of the change must also be anticipated. A final inhibitor is the time and energy required of large-scale substantial change and these demands must be anticipated and provided for. (JB)

ED 383 738 TM 023 203

Dedze, Indra
Reading Achievement within the Educational System of Latvia: Results from the IEA Reading Literacy Study.
PUB DATE- 19 Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Change; Elementary School Students; Elementary Secondary Education; Foreign Countries; Geographic Regions; International Studies; *Literacy; Low Achievement; National Surveys; *Political Influences; *Reading Achievement; Reading Comprehension; Secondary School Students; *Test Results; Word Recognition
IDENTIFIERS- *IEA Reading Literacy Study; International Assn Evaluation Educ Achievement; *Latvia

Due to recent political changes in Latvia, it has been possible to conduct national comparative studies that may result in reforming the educational system. The first national survey in the field of education was the International Association of Educational Achievement (IEA) Reading Literacy Study. This study was done in Latvia as a parallel to national studies using IEA instruments. The results of word recognition scores are discussed in this paper. With a word recognition score of 70.5%, Latvia is among the low-scoring countries. This article also describes reading comprehension of Latvian students at the ages of 9 and 14 years. Results show that 9-year-old students perform relatively better than 14-year-olds. Regional differences in reading comprehension in Latvia were also observed. Students from the western part of the country have the lowest level in reading achievement. Reading comprehension is explored in different contexts, such as gender differences and teaching strategies. Two appendixes present student scores. (Contains five references, six figures, and six tables.) (Author/SLD)

ED 383 802 UD 030 473

Miron, Louis F.; St. John, Edward P.
"Situated" School Restructuring: Contrasting Case Studies of Two
Urban Schools.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; College School Cooperation; Disadvantaged Youth; *Educational Change; Educational Environment; Elementary Secondary Education; High Risk Students; Participative Decision Making; *School Restructuring; *Social Problems; *Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Accelerated Schools; *New Orleans Public Schools LA

The broader social issues (poverty, illiteracy, health care, single parent families) of school reform in urban settings are explored in a paper divided into four parts. The first examines the impact of urbanization on the conditions of schools in the inner city. Part two analyzes the value assumptions embedded in both the first and second waves of educational reform. Part three describes the research methods used for this study, and part four describes and interprets the results of two case studies of urban elementary schools in New Orleans (Louisiana) that undertook major school restructuring. These two schools implemented the Accelerated Schools Process (ASP), a restructuring process aimed at bringing at-risk students into the mainstream. The concrete school restructuring processes used in these schools are characterized as "situated" school restructuring. The authors served as university facilitators for the restructuring, collaborating with the ASP project team from Stanford University. During the first year of the project, surface evidence indicated that both schools had successfully implemented project milestones, but there were major differences beneath the surface in how teachers in the two schools felt about the change process. The community empowerment process adds substantially to the complexities and level of effort required in a school restructuring process in the urban social context. Interventionists and school personnel are confronted by a set of moral dilemmas owing to the pervasive influence of both corporate and community interests in the restructuring process. Unless they can reach a shared understanding of how these values can enhance the restructuring process, they may not be able to contend with the conflicts that surface as part of the process. (Contains 50 references.) (SLD)

ED 383 760 TM 023 293

Fan, Xitao

Structural Equation Modeling and Canonical Correlation Analysis:
What Do They Have in Common?

PUB DATE- Apr 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Correlation; Mathematical Models; *Research Methodology; *Structural Equation Models

This paper, in a fashion easy to follow, illustrates the interesting relationship between structural equation modeling and canonical correlation analysis. Although computationally somewhat inconvenient, representing canonical correlation as a structural equation model may provide some information which is not available from conventional canonical correlation analysis. Hierarchically, with regard to the degree of generality of the techniques, it is suggested that structural equation modeling stands to be a more general approach. For researchers interested in these techniques, understanding the interrelationship among them is meaningful, since our judicious choice of these analytic techniques for our research depends on such understanding. Three tables and two figures present the data. (Contains 25 references.) (Author)

ED 383 781 UD 030 451

Greene, Judy
Project Avanse. Final Evaluation Report, 1993-94. OER Report.

PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Development; Computer Literacy; *English (Second Language); *Haitians; High Schools; High School Students; *Immigrants; Intermediate Grades; *Limited English Speaking; Mathematics; *Multicultural Education; Parent Participation; Peer Teaching; Program Evaluation; Sciences; Social Studies; Staff Development
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education; Transitional Bilingual Education Programs

Project Avanse was an Elementary and Secondary Education Act Title VII-funded project in its first year of operation at an intermediate school and a high school in Brooklyn (New York). The project served 266 Haitian-speaking students. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), and the content areas of science, mathematics, and social studies. The project implemented a peer tutoring component to enhance articulation between the two schools. A literacy component and multicultural education were also included. Multicultural education was an integral part of programming. Staff development offerings included computer training, and tuition for staff members taking courses at the college level. A parent participation component was also included. The project met its objectives for ESL, NLA, the content areas of English and computer literacy, career development, dropout prevention, attendance, staff development, curriculum development, and parent involvement. Objectives for mathematics and science were partially met. Recommendations for program improvement are to complete the intermediate school resource room and to investigate additional techniques to increase acquisition of mathematics and science skills. Four tables present evaluation findings. Two appendixes list instructional materials and class schedules. (SLD)

ED 383 718   TM 023 139

Martinez, Michael E.; Lahart, Colleen M.
Profile: Student Characteristics from the 1986 and 1988 NAEP Assessments.
PUB DATE- Oct 90
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Asian Americans; Attendance; Educational Improvement; Elementary Secondary Education; *Family Life; Hispanic Americans; Individual Differences; Language; Leisure Time; *Minority Groups; National Surveys; Parent Child Relationship; Part Time Employment; *Profiles; Racial Differences; Recreational Activities; *Student Characteristics; Television Viewing
IDENTIFIERS- *National Assessment of Educational Progress; Subject Content Knowledge

This profile is a "biographical sketch" of the nation's students based on information gathered in the 1986 and 1988 National Assessments of Educational Progress (NAEP) as part of their surveys of proficiencies in subject areas. The report is based primarily on data from the 1988 assessment, in which about 79,000 students in grades 4, 8, and 12 answered questions about their personal characteristics, home life, and schoolwork. The 1986 assessment involved about 73,000 students at grades 3, 7, and 11. Of particular note is that minority children compose a steadily increasing proportion of the nation's students, and this trend is likely to continue, with the most rapid growth in Hispanic and Asian populations. Data are provided in table and chart form for student characteristics that include: (1) race and ethnicity; (2) language other than English; (3) high school program; (4) achievement and failure; (5) attendance; (6) part-time employment; and (7) future plans. Aspects of home life that were investigated include parental work, parent-child relationships, and leisure time activities, including television viewing. The school program is examined for different subject areas. Using these data for educational improvement is briefly discussed. Twelve figures and 29 short tables present the profile information. Each profile contains references. (SLD)

ED 383 761 TM 023 29'

International Comparative Studies in Education: Descriptions of Selected Large-Scale Assessments and Case Studies.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 95

NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Computer Uses in Education; Cross Cultural Studies; *Elementary Secondary Education; Foreign Countries; *International Studies; Literacy; Mathematics; *National Surveys; Program Descriptions; Program Evaluation; Reading; Sciences; *Teacher Education
IDENTIFIERS- *Educational Indicators; International Assn Evaluation Educ Achievement

Since its inception in 1988, the Board on International Comparative Studies in Education (BICSE) has monitored U.S. participation in those cross national comparative studies in education that are funded by its sponsors, the National Science Foundation and the National Center for Education Statistics. This set of international study descriptions represents a status report on 17 projects presented to BICSE at various times in 1994. Reports were prepared by the projects themselves and are presented without evaluation or editing. The following are described: (1) "Case Studies of U.S. Innovations in Mathematics, Science, and Technology in an International Context" (National Center for Improving Science Education and other agencies); (2) "Civics Education Study" (International Association for the Evaluation of Educational Achievement); (3) "Comparative Study of Teacher Training and Professional Development Practices in APEC (Asia Pacific Economic Co-operation) Members" (Asia Pacific Economic Co-operation Ministerial); (4) "Computers in Education Study" (International Association for the Evaluation of Educational Achievement IEA); (5) "Cross-national Studies of Adult Understanding of Science" (Chicago Academy of Sciences); (6) "Education Indicators Project (INES)" (Organization for Economic Cooperation and Development); (7) "International Adult Literacy Study" (Statistics Canada); (8) "International Assessment of Educational Progress" (Educational Testing Service); (9) "International Comparative Study of Mathematics and Science Tests" (National Center for Improving Science Education); (10) "International Study of Teachers' Attitudes toward Reform and Teacher Preparation for Implementing Reform" (George Washington University Institute for Curriculum Standards and Technology); (11) "Language Education Study" (IEA); (12) "New Standards Project (benchmark activities)" (Learning Research and Development Center at the University of Pittsburgh and National Center on Education and the Economy); (13) "Preprimary Project" (IEA); (14) "Reading Literacy Study" (IEA); (15) "Study on Performance Standards in Education" (U.S. Department of Education); (16) "Survey of Mathematics and Science Opportunity" (Michigan State University); and (17) "Third International Mathematics and Science Study (TIMSS) (including special U.S. TIMSS activities)" (IEA). (SLD)

ED 383 700 SP 036 052

Myers, Charles B.

The Importance of Self-Study in Teacher Education Reform and Re-Accreditation Efforts.

PUB DATE- 22 Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accreditation (Institutions); Attitude Change; *College School Cooperation; *Educational Change; Elementary Secondary Education; Field Experience Programs; Higher Education; *Inservice Teacher Education; Knowledge Base for Teaching; Literature Reviews; Organizational Change; Partnerships in Education; *Preservice Teacher Education; Resistance to Change; *Self Evaluation (Groups); *Teacher Educators

This paper argues that the reluctance on the part of university teacher educators to engage in thorough self-study, frequently a feature of accreditation processes, is inhibiting teacher education reform because the self-study can be a significant means to improve teacher education. Reluctance resides, in part, in the distinction between academic knowledge and its use and knowledge of practice and its use. University educators study others, not themselves. They deal day to day with academic knowledge, not knowledge of practices. But self-study demands the construction of knowledge of practices, with all of its high stakes and public validation. Education faculty who want to pursue broad collaboration with schools or significant institutional and programmatic reform must undertake serious, honest, and through self-study. They must develop a knowledge of practices to be used by themselves to make changes and improvements. Reluctance toward self study and change also resides in faculty attitudinal inhibitors to significant change--inertia, organizational and structural circumstances, personal attitudes, perception and conception of change, and the time, energy and hassle involved. (Contains 34 references.) (JB)

ED 383 739 TM 023 205

van den Bergh, Huub; And Others
Differential Item Functioning from a Multilevel Perspective.

PUB DATE- 18 Apr 95
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cluster Analysis; Estimation (Mathematics); *Identification; *Item Bias; *Measurement Techniques; Models; Regression (Statistics); *Sex Differences; Test Bias; *Test Items
IDENTIFIERS- *Multilevel Analysis

The term differential item functioning (DIF) refers to whether or not the same psychological constructs are measured across different groups. If an item does not measure the same skills or subskills in different populations, it is said to function differentially or to display item bias. A multilevel approach to DIF is proposed. In such a model, the dependency between observations due to cluster effects is explicitly taken into account. Results of a multilevel logit model and of a multilevel logistic regression model are compared with results of analogous unilevel models. The procedure is illustrated with data from a national assessment of geography performed with respect to gender bias. Each of the 294 items was answered by an average of 2,161 respondents. Analysis supports the use of multilevel models, which have the advantage of accounting for cluster effects in data from a hierarchical population. DIF does seem to be more stable according to multilevel models than to unilevel models. Five tables and four figures present analysis results. Appendixes provide parameter estimates. (Contains 19 references.) (SLD)

ED 383 803 UD 030 474

Pate, Glenn S.
Prejudice Reduction and the Findings of Research.
PUB DATE- 95
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitude Change; *Bias; *Cognitive Processes; Disabilities; Educational Research; Elementary Secondary Education; Literature Reviews; Self Esteem; *Sensitivity Training; Teacher Education; *Teaching Methods
IDENTIFIERS- *Antibias Practices; Bias Elimination Procedures

Research studies that have investigated the effects of interventions aimed at reducing prejudice are reviewed, and a synthesis of their findings is presented. Some generalizations are offered that have the potential to lead towards a less prejudiced society. Research is summarized according to the intervention approaches used in the following categories: (1) the use of special materials; (2) cognitive approaches; (3) direct approaches; (4) shared-coping approaches; (5) various classroom approaches; (6) audio-visual approaches; (7) consideration of school-wide conditions; (8) teacher training; (9) human relations training; (10) positive reinforcement approaches; (11) a variety of approaches; and (12) social contact theory approaches. A summary is also presented of changes in attitudes toward handicapped people as a form of prejudice reduction. In spite of the problems in research in prejudice reduction, there is a body of knowledge that suggests that, in working with young people, it is possible to reduce existing prejudice and even to prevent its formation. Increasing an individual's self-esteem, helping them perceive others as individuals, and sharpening cognition skills are helpful. In addition, genuine multicultural education shows great promise in prejudice reduction. (Contains 117 references.) (SLD)

ED 383 782 UD 030 452

Career Assimilation Program for Entering Russian Students
(Project CAPERS). Final Evaluation Report, 1993-94. OER Report.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Acculturation; *Career Education; Elementary School
Students; *English (Second Language); *Immigrants; Intermediate
Grades; Junior High Schools; Junior High School Students;
*Limited English Speaking; Mathematics; Middle Schools; Native
Language Instruction; Parent Participation; Russian
IDENTIFIERS- Middle School Students; New York City Board of
Education; *Russians

The Career Assimilation Program for Entering Russian Students (Project CAPERS) was an Elementary and Secondary Education Act Title VII project in its second year in 1993-94. The project operated at three schools in a community school district in Brooklyn (New York), and served 128 Russian-speaking students, 104 of whom were of limited English proficiency, in 6th, 7th, and 8th grades. Participants received instruction in English as a Second Language (ESL), native language arts (NLA), and the content area subjects of mathematics, science, and social studies. Career awareness instruction was infused into the curriculum. Although the project sought an active parental component, the language barrier and parental employment responsibilities made parents reluctant to come to the schools. The project met most other objectives, although the objective for mathematics could not be measured due to lack of data. It is recommended that the program provide Russian-language activities for parents at times when they could attend, and that it offer ESL instruction for parents. Seven tables present evaluation findings. Three appendixes list instructional materials and class schedules and present the Likert scales used in the evaluation. (SLD)

ED 383 719 TM 023 140

Enright, Mary K.; Powers, Donald E.
Validating the GRE Analytical Ability Measure against Faculty Ratings of Analytical Reasoning Skills. GRE Board Professional Report No. 86-06P.
PUB DATE- Jan 91
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *College Faculty; Criteria; Grades (Scholastic); *Graduate Students; Graduate Study; Higher Education; Inferences; Rating Scales; Student Evaluation; *Test Construction; *Thinking Skills
IDENTIFIERS- *Analytic Ability; *Graduate Record Examinations

The aim of this study was to develop a criterion of graduate school success as an alternative to first-year average. Faculty rating scales of students' analytical abilities were developed as a potential criterion against which to validate both the current Graduate Record Examinations (GRE) analytical measure and its future modifications. The instrument included six separate scales for faculty to rate individual students on: (1) analyzing arguments; (2) drawing inferences; (3) defining problems; (4) reasoning inductively; (5) generating alternatives; and (6) overall analytical style. The scales were completed by faculty members in 24 departments representing 6 disciplines. Over all departments, 132 faculty members rated 623 students, 58% of whom were rated by at least 3 raters. Faculty raters were not able to distinguish among students on the six individual scales. In addition, evidence was found that the ratings and first-year grades measure somewhat different aspects of success in graduate school. Results were also mixed with respect to the validity of faculty ratings of students' analytical abilities. Faculty ratings of students' analytical skills appear to have been influenced by students' verbal reasoning skills. It is recommended that the development of these scales be continued. Nine tables and two figures present study findings. An appendix contains the rating scales. (Contains 33 references.) (SLD)

ED 383 701 SP 036 054

Myers, Charles B.

Fantasies about Schools and Teacher Education Programs as Inclusive Learning Communities, and Ideas about Getting There from Here.

PUB DATE- 28 Apr 93
NOTE- 22p.; Paper presented at the Annual Meeting of the International Society for Teacher Education (Comburg, Germany, April 21-28, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Educational Change; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Organizational Change; Partnerships in Education; *Preservice Teacher Education; *Resistance to Change; *Teacher Educators
IDENTIFIERS- Learning Communities; Nashville Metropolitan Public Schools TN; Reform Efforts; *Vanderbilt University TN

This paper presents a vision for a new unified arrangement for schools and teacher education programs in which prekindergarten through grade-12 schools and the professional development of teachers are intertwined to create learning communities. This vision's three basic and necessary characteristics are: (1) the direct participation of many more people than are now usually found in schools, such as teacher education students, teacher educators, various types of individuals providing help to students and other types of individuals providing professional support to teachers; (2) a differentiation of roles among all the participants; and (3) continuous learning among all participants regardless of their primary role in the operation. An exploration of the state of the school teacher education relationship describes the current reform period and its impact upon teacher education. A brief look at creating learning community schools notes the difficulties inherent in either starting from scratch to create schools or in gradually transforming existing schools. A final section describes efforts that are now underway at Peabody College, Vanderbilt University (Tennessee) and in the Metropolitan Nashville (Tennessee) Public Schools including an "invent-a-school" project and a cooperative program that combines the professional preparation of new teachers with their first full year of teaching. A Peabody College statement is appended: "Revisioning Learning: Toward a Peabody Perspective." (JB)

ED 383 740 TM 023 207

Parthasarathy, Anuradha; And Others
Effects of Respondents' Socioeconomic Status and Timing and Amount of Incentive Payment on Mailed Questionnaire Response Rates.
PUB DATE- 18 Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Incentives; *Mail Surveys; Questionnaires; *Response Rates (Questionnaires); Responses; *Socioeconomic Status; *Time

The study examined how response rate to a mailed questionnaire was influenced by the socioeconomic status (SES) of respondents (high, middle, or low); amount of payment of a monetary incentive (none, $1, or $2); and time of payment (prepaid or promised on return of the completed questionnaire). Subjects were 125 adults in Cache County, Utah at each SES level. Higher payment elicited more returns than lower payment, prepayment elicited more than promised payment, and high-SES subjects returned more questionnaires than low-SES subjects. Also, there was an interaction between SES and payment timing. Prepayment elicited a much higher rate than promised payment for low-SES subjects, while pre- versus promised payment made little difference for high-SES subjects. (Contains 9 references and 3 tables.) (Author/SLD)

ED 383 762 TM 023 299

Raju, Nambury S.; And Others
Arizona Student Assessment Program. Technical Report for the March 1992 Pilot Study.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix.
PUB DATE- Sep 92
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility

(142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Elementary Secondary Education; Grade 3; Grade 8; Grade 12; Mathematics; *Pilot Projects; Reading; School Districts; *Scoring; *State Programs; Testing Programs; Test Reliability; *Test Results; Test Validity; Writing (Composition)
IDENTIFIERS- Arizona; *Arizona Student Assessment Program; *Performance Based Evaluation

In March 1992 the Arizona State Department of Education and educators across the state conducted a pilot study of 67 performance assessments developed for the Arizona Student Assessment Program (ASAP). This report describes various aspects of the reliability and validity of the 67 assessments (primarily constructed response) developed by The Riverside Publishing Company to measure essential skills in reading, mathematics, and writing in grades 3, 8, and 12. Eighteen assessments were administered to third graders, 23 to eighth-graders, and 26 to high school seniors. A total of 115,259 pilot assessments were scored, representing 1,023 schools in 208 districts. Assessments were scored by Arizona educators except for a small group professionally rated to establish calibration and anchor papers. Reliability values generally indicated that assessments could be reliably scored by a single rater. Validity was considered adequate for the majority of the assessments. Twenty-four tables present study findings, supplemented by 3 appendixes of correlations and validities, including 67 correlation tables and 13 scree plots. (Contains six references.) (SLD)

ED 383 783 UD 030 453

Schwartz, Wendy
School Programs and Practices for Homeless Students. ERIC/CUE Digest, Number 105.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Ancillary School Services; Costs; *Disadvantaged Youth; Economically Disadvantaged; Educational Policy; *Educational Practices; Elementary Secondary Education; *Homeless People; Program Implementation; *Urban Schools; Urban Youth
IDENTIFIERS- ERIC Digests; Shelters; Stewart B McKinney Homeless Assistance Act 1987

In response to the Stewart B. McKinney Homeless Assistance Act and its amendments, most urban schools have created special programs for homeless students to help them succeed academically and to offer them access to social services and a safe and stress-free environment. Recruitment, enrollment, and service coordination policies are adapted to the needs of the children and the community. Ways to educate homeless students range from total segregation to complete mainstreaming. Educating homeless children in schools for them alone may be prohibitively expensive. Another way to serve homeless children as a group is to move classes to shelters to reach children who cannot come to school. Integrating homeless children into the school as quickly as possible is a more common approach, intended to avoid stigmatization and to nurture the psychosocial development of the students. Increasing overall well-being is the goal of most school policies for homeless students, whether they focus on instruction, curriculum, tutoring, or ancillary services. Respect and caring can do as much as discrete educational strategies. (Contains 6 references.) (SLD)

ED 383 804   UD 030 475

Trickett, Edison J., Ed.; And Others
Human Diversity: Perspectives on People in Context. The Jossey-Bass Social and Behavioral Science Series.
PUB DATE- 94
NOTE- 503p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Context Effect; Cultural Awareness; *Cultural Differences; Definitions; *Educational Research; Educational Theories; *Ethnicity; Intellectual Disciplines; Minority Groups; *Multicultural Education; *Racial Differences; Racial Identification; Sexuality
IDENTIFIERS- *Diversity (Groups)

The following essays allows for exploration of similarities and differences of diverse groups and stimulate cross-fertilization of ideas: (1) "Toward an Overarching Framework for Diversity" (Edison J. Trickett, Roderick J. Watts, and Dina Birman); (2) "Our Similarities Are Different: Toward a Psychology of Affirmative Diversity" (James M. Jones); (3) "Paradigms of Diversity" (Roderick J. Watts); (4) "Feminism and Psychology: A Dynamic Interaction" (Nancy Felipe Russo and Amy J. Dabul); (5) "Optimal Theory and the Psychology of Human Diversity" (Linda James Myers and Suzette L. Speight); (6) "An Ecological Perspective on Cultural and Ethnic Psychology" (John W. Berry); (7) "The Discourse of Oppression in the Social Sciences: Past, Present, and Future" (Isaac Prilleltensky and Lev S. Gonick); (8) "Toward an Ethnography of 'Voice' and 'Silence'" (Shulamit Reinharz); (9) "A White Man's Perspective on the Unconscious Processes within Black-White Relations in the United States" (Clayton P. Alderfer); (10) "Culture and Human Diversity" (Walter J. Lonner); (11) "Culture and Disability: An Anthropological Point of View" (Jessica Scheer); (12) "Acculturation and Human Diversity in a Multicultural Society" (Dina Birman); (13) "The Conceptualization of Racial Identity and Other 'Racial' Constructs" (Janet E. Helms); (14) "Identity Development and Sexual Orientation: Toward a Model of Lesbian, Gay, and Bisexual Development" (Anthony R. D'Augelli); (15) "Age as a Dimension of Diversity: The Experience of Being Old" (Margaret Gatz and Brian Cotton); (16) "Empowerment as a Guide to Doing Research: Diversity as a Positive Value" (Julian Rappaport); (17) "'It Ain't What You Do, It's the Way That You Do It; That's What Gets Results': Another Look" (Forrest B. Tyler); (18) "Integration of Ethnic Minorities into Academic Psychology: How It Has Been and What It Could Be" (Martha E. Bernal); (19) "Creating Social Settings for Diversity: An Ecological Thesis" (James G. Kelly, L. Sean Azelton, Rebecca G. Burzette, and Lynne O. Mock); and (20) "Conclusion: Convergence and Divergence in Human Diversity" (Roderick J. Watts, Edison J. Trickett, and Dina Birman). (SLD)

ED 383 720 TM 023 141

Henning, Grant
A Study of the Effects of Variation of Short-Term Memory Load, Reading Response Length, and Processing Hierarchy on TOEFL Listening Comprehension Item Performance. Report 33.
PUB DATE- Feb 91
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- *Adults; Auditory Stimuli; *Cognitive Processes; Educational Assessment; English (Second Language); *Listening Comprehension; *Reading; Responses; *Short Term Memory; Tables (Data); *Test Construction; Test Items; Test Length
IDENTIFIERS- Hierarchical Learning; Repetition (Language); *Test of English as a Foreign Language

Criticisms of the Test of English as a Foreign Language (TOEFL) have included speculation that the listening test places too much burden on short-term memory as compared with comprehension, that a knowledge of reading is required to respond successfully, and that many items appear to require mere recall and matching rather than higher-order processing skills. To address these criticisms, a study was designed with 120 learners for whom English was a Second Language (ESL learners) and 3 listening tests with 144 total items to examine test item functioning under conditions of stimulus repetition versus nonrepetition, variations of length of aural stimulus passage and of associated numbers of items, shorter versus longer reading response options, and higher versus lower levels of processing skills required. Overall, results suggest that tasks like those of the TOEFL listening test would benefit from shortening the response-option length, but that it would not be beneficial to repeat stimulus passages nor to increase the proportion of items that depend on comprehension of greater rather than lesser amounts of text. Nine tables present the analyses, and an appendix presents the test instruments. (Contains 17 references.) (SLD)

ED 383 741 TM 023 214

Wolfe, Edward W.; And Others

The Influence of Computers on Student Performance on a Direct Writing Assessment.

PUB DATE- 18 Apr 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Anxiety; *Computer Literacy; Computer Uses in Education; Essays; Grade 10; High Schools; *High School Students; Secondary School Teachers; *Test Results; *Word Processing; Writing (Composition); *Writing Achievement; Writing Evaluation

This study is an interim follow-up to an investigation of how computer use influences the writing process used by high school students on a direct writing assessment (Wolfe and others, 1994). Whether students with less comfort and experience with word processors would receive lower scores on word-processed essays than those with more comfort and experience with wordprocessing was studied. Also studied was whether differences in the length, neatness, accuracy, and tone of computer-written or hand-written essays by the same student could be attributed to the level of comfort in using a word processor. Interim results with 406 tenth graders indicate that students who have a greater level of comfort and experience using word processors for writing tend to score similarly on direct writing assessments whether the essays are composed on word processors or with pen and paper, while students who are less experienced using computers are more apt to perform better when their writing is composed with pen and paper. Fifteen tables present study data. Appendixes contain the student and teacher questionnaires. (Contains 22 references.) (SLD)

ED 383 702 SP 036 057

Barnette, J. Jackson; And Others
QUILT: An Innovative Approach to Effective Instructional Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 22 Apr 95
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For a related document, see SP 036 061.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; Field Tests; *Inservice Teacher Education; *Program Design; *Program Effectiveness; Program Evaluation; *Questioning Techniques; Secondary School Teachers; Teaching Methods
IDENTIFIERS- *QUILT (Staff Development Program)

Questioning and Understanding To Improve Learning and Thinking (QUILT) was designed to increase teacher use of effective classroom questioning techniques and procedures across all grade levels (K-12) and subject areas. QUILT offers faculty the opportunity to focus on the process of effective questioning for a full year and features a process for professional growth and development that incorporates individual reflection, collegial support, a classroom focus, a program for school renewal that can facilitate systemic change, and a paradigm for staff development that builds site-based capacity. A field test was conducted in which some teachers received a full QUILT program, others received only an 18-hour induction training, and others received a 3-hour presentation on classroom questioning. Data were collected from the more than 1,100 teachers in 13 districts. Results showed QUILT to be an effective approach to improving questioning skills of participants. Teachers who received the full QUILT program had significantly higher levels of knowledge about questioning and showed the impact of program training in videotaped observation of their classroom practice. (Contains 15 references.) (JB)

ED 383 763 TM 023 306

Kendall, John S.; Marzano, Robert J.

A Report on the Findings of Phase I: The Identification and Articulation of Content Standards and Benchmarks.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Databases; *Educational Change; Elementary Secondary Education; Evaluation Methods; *Identification; *Research Needs; School Districts; *School Restructuring; *Standards
IDENTIFIERS- *Benchmarking

The Mid-continent Regional Educational Laboratory (McREL), with funding from the Office of Educational Research and Improvement, undertook a project to address needs for school reform support that were identified as common among states in its region. In order to assist in a strategy for leveraging limited resources, McREL proposed to identify standards systematically to make them more accessible to states, districts, and local schools. From the inception of the project, it was clear that standards were described and articulated quite differently among the subject-area groups. Analysis of documents from the various groups has afforded the opportunity to propose or clarify distinctions that may be useful in identifying standards. Part of the process has been to recognize and point out the practical, and apparently unanticipated, consequences of some approaches that have been taken to identify content standards and benchmarks. Some considerations schools or districts may want to take into account are highlighted. To date, over 35 documents have been analyzed, and the project has produced a database of 338 standards and over 4,400 benchmarks. Appendix A lists standards and benchmarks, and Appendix B is a bibliography of 35 works cited in the project's database. (Contains 33 references, and 4 figures.) (Author/SLD)

ED 383 784   UD 030 455

Kowalski, Theodore J.
Keepers of the Flame. Contemporary Urban Superintendents.

PUB DATE- 95
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Blacks; Decision Making; Elementary Secondary Education; Females; Hispanic Americans; *Labor Turnover; Minority Groups; *Political Influences; *School Districts; Sex Differences; *Superintendents; Urban Areas; Urban Problems; *Urban Schools
IDENTIFIERS- African Americans; *Council of Great City Schools

The pool of candidates for urban superintendencies is dwindling, and those who take the jobs are likely to serve for only 2 or 3 years. This book explores contemporary conditions surrounding the urban superintendency and looks at the lives of 17 superintendents who were in office in large cities at the start of 1993. All were members of the Council of Great City Schools (CGCS). African Americans and Hispanic Americans occupy over 50 percent of the superintendencies in CGCS schools, and women fill 15 to 20 percent of the positions. This examination reveals how the community environment, organizational climate and culture, controversial school reform policies, and politics affect the overall administrative behavior and the decision making and effectiveness of the superintendent. An essential for the improvement of urban schools is removing the revolving door and retaining superintendents long enough for them to be effective. Ten tables and one figure summarize information about the superintendents and schools. Four resource attachments, with five more tables, present supplemental information about urban schools. (Contains 156 references.) (SLD)

ED 383 721 TM 023 142

Chang, Hua-Hua; Mazzeo, John

The Unique Correspondence of Item Response Functions and Item Category Response Functions in Polytomously Scored Item Response Models.

PUB DATE- Nov 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classification; *Item Response Theory; *Scores; Scoring; *Test Items
IDENTIFIERS- Graded Response Model; Item Category Response Functions; Item Response Functions; Partial Credit Model; *Polytomous Scoring; *Rasch Model; Test Characteristic Curve

The item response function (IRF) for a polytomously scored item is defined as a weighted sum of the item category response functions (ICRF, the probability of getting a particular score for a randomly sampled examinee of ability theta). This paper establishes the correspondence between an IRF and a unique set of ICRFs for two of the most commonly used polytomous item response theory (IRT) models (the partial credit models and the graded response model). Specifically, a proof of the following assertion is provided for these models: If two items have the same IRF, then they must have the same number of categories; moreover, they must consist of the same ICRFs. As a corollary, for the Rasch dichotomous model, if two tests have the same test characteristic function, then they must have the same number of items. Moreover, for each item in one of the tests, an item in the other test with an identical IRF must exist. Theoretical as well as practical implications of these results are discussed. (Contains 11 references.) (Author)

ED 383 805 UD 030 476

Indicators of Children's Well-Being: Conference Papers. Background Papers and Rapporteur's Comments. Volume I. Special Report Series. Special Report Number 60a.
PUB DATE- May 95
NOTE- 125p.; For Volumes II and III, see UD 030 477-478. Papers presented at a conference on "Indicators of Children's Well-Being" (Bethesda, MD, November 17-18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Childhood Needs; Children; *Child Welfare; Conferences; Costs; *Criteria; *Evaluation Methods; *Measurement Techniques
IDENTIFIERS- *Indicators

The following background papers and rapporteurs' comments are presented: (1) "Criteria for Indicators of Child Well-Being" (Kristin A. Moore); (2) "Children in Dire Straits: How Do We Know Whether We Are Progressing?" (William Prosser and Matthew Stagner); (3) "Indicators of Children's Well-Being: A Review of Current Indicators Based on Data from the Federal Statistical System" (Brett V. Brown); (4) "Kids Count Reports from the States" (Tom Kaplan); (5) "Assessing Children's Well-Being: How Many and Which Indicators, and at What Cost?" (Robert H. Haveman); and (6) "Rapporteur's Comments" (Sheldon Danziger). Most papers contain references. (SLD)

ED 383 742 TM 023 219

Schnipke, Deborah L.
Assessing Speededness in Computer-Based Tests Using Item Response Times.
SPONS. AGENCY- Educational Testing Service, Princeton, N.J.; Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Apr 95
NOTE- 32p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 19-21, 1995).
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; *Educational Assessment; Evaluation Methods; *Guessing (Tests); *Item Response Theory; Responses; *Test Items; Test Reliability; *Timed Tests; Time Factors (Learning)
IDENTIFIERS- Accuracy; Graduate Record Examinations; *Speededness (Tests)

Time limits on tests often prevent some examinees from finishing all of the items on the test; the extent of this effect has been called the "speededness" of the test. Traditional speededness indices focus on the number of unreached items. Other examinees in the same situation rapidly fill in answers in the hope of getting some of the items right by chance. Those examinees who do not have unanswered items are not included in traditional measures of speededness. To obtain an accurate measure of speededness, however, those who guess rapidly also need to be included in the estimate of speededness. They will have very fast response times, and the responses will be at or near chance levels of accuracy. Therefore, item response times, in conjunction with accuracy rates, can be used to identify these examinees and provide a more rigorous measure of speededness than has previously been available. Analyses based on item response time distributions in the analytical section of the Graduate Record Examinations (GRE) General Test for over 17,000 examinees indicate that many examinees do guess rapidly on items and that the test is more speeded than traditional measures of speededness indicate. Six tables and seven figures present analyses results. (Contains eight references.) (Author)

ED 383 703 SP 036 058

Drummond, Robert J.; Drummond, Heather A.

Evaluation of Interns and Internship by Spring 1994 Directing Teachers.

PUB DATE- 95
NOTE- 26p.; For a related evaluation, see SP 036 059-060.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; *Feedback; Higher Education; Internship Programs; *Preservice Teacher Education; *Program Evaluation; Student Teachers; Student Teaching; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *University of North Florida

The 56 directing teachers for the teacher training program, spring 1994 session, at the University of North Florida provided feedback on this preservice preparation program through a survey. The four-part questionnaire required them to evaluate the program, internship procedures, and materials, and their supervisory competencies through Likert-type scales and open-ended questions. Most, though they had not taken any formal training in supervision, had previously supervised an intern and had more than 3 years of teaching experience. The results of the evaluation were very positive. About 90 percent of the directing teachers agreed that the interns had a good background in methods and used correct grammar. Slightly less (88 percent) felt that the interns had a good background in the content they taught. All agreed that it was personally rewarding to be a directing teacher and all but one felt that through the experience they would become better teachers themselves. Some participants had suggestions for improving the program including giving pre-interns and interns more than one placement with emphasis on direct experiences rather than observation; giving students more experience with diverse groups, and having a multicultural component in the program. An appendix presents numerical data from the study and responses to the open-ended questions. The survey questions are included. (JB)

ED 383 764 TM 023 308

MacKenzie, Stella; And Others
Certificated Personnel and Related Information, Fall 1994.
PUB DATE- Mar 95
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; *Elementary Secondary Education; Enrollment; Ethnic Groups; *Minority Groups; *Public Schools; Racial Differences; *School Personnel; School Statistics; Tables (Data); *Teacher Certification; Teacher Characteristics; Teacher Salaries
IDENTIFIERS- *Colorado

This publication, part of a continuing series, provides information on teachers and other school personnel with certification in the Colorado public school system. The fall 1994 average salary for the state's 34,894 public school teachers was $34,571, representing a 2.2% increase over the fall 1993 figure. In the same period, the national average teacher salary increased by 3.1%. Of the nearly 65,000 certificated and noncertificated staff, 53.7% were classroom teachers. The number of teachers increased by 3.7% in 1994, while student enrollment increased 2.5%. American Indians, Blacks, Asian Americans, and Hispanic Americans represented 9% of Colorado's teachers, but formed 26.5% of the student population. Over 65% of teachers were younger than 40. One graph and 12 detailed tables provide statistical information about certificated staff. (SLD)

ED 383 785 UD 030 456

Kersten, Katherine A.
Good Intentions Are Not Enough. The Peril Posed by Minnesota's
New Desegregation Plan.
PUB DATE- Mar 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Costs; Desegregation Methods; *Desegregation Plans; *Disadvantaged Youth; Elementary Secondary Education; Public Policy; *Racial Composition; Racial Differences; *School Desegregation; School Districts; *State School District Relationship; Urban Education; *Urban Schools; Voluntary Desegregation
IDENTIFIERS- *Minneapolis Public Schools MN

The State Board of Education of Minnesota is preparing to adopt a metro-wide desegregation plan of a scope unique in the United States. The plan will require every school district in the seven-county metro area to desegregate the schools in Minneapolis and St. Paul, and it may require every school district in the state to reduce or close the racial learning gap for academic performance, dropout rates, rates of suspension and expulsion, and rates of participation in remedial and honors classes. Despite the good intentions that proposed these changes, these rules are likely to be disastrous for Minnesota. They will be very expensive, will vastly expand state control over local schools, and may make numbers juggling a top priority. By injecting racial factors into nearly every aspect of school life, they may sow discord instead of promoting harmony. There is no clear public policy route for improving the educational performance of poor minority children, as family socioeconomic status remains more influential than school strategies. Effective ways to help these children must be found. Answers may lie in better neighborhood schools, small scale studies of educational innovation, and the implementation of high standards and expectations. (SLD)

ED 383 806 UD 030 477

Indicators of Children's Well-Being: Conference Papers. Child Health, Education, and Economic Security. Volume II. Special Report Series. Special Report Number 60b.

PUB DATE- May 95
NOTE- 317p.; For Volumes I and III, see UD 030 476 and UD 030 478. Papers presented at a conference on "Indicators of Children's Well-Being" (Bethesda, MD, November 17-18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adolescents; *Child Health; Children; Child Welfare; Dropouts; *Economic Factors; Elementary Secondary Education; Evaluation Methods; Low Income Groups; Poverty; *Preschool Education; *School Readiness; Vocational Education
IDENTIFIERS- *Indicators

This volume groups papers discussing indicators of children's well-being into three areas: child health, education, and economic security. Papers concerning child health include: (1) "Prenatal and Infant Health Indicators" (Paula Lantz and Melissa Partin); (2) "Health Indicators for Preschool Children (Ages 1-4)" (Barbara L. Wolfe and James Sears); (3) "Health Indicators for Preadolescent School-age Children" (Barbara Starfield); (4) "Adolescent Health Indicators" (Arthur B. Elster); and (5) "Indicators for Infant, Child, Preadolescent and Adolescent Health: Discussion (Michael D. Resnick). The second section, Education, includes the following papers: (1) "Indicators for School Readiness, Schooling, and Child Care in Early to Middle Childhood" (Deborah Phillips and John Love); (2) "Indicators of High School Dropout" (Robert M. Hauser); (3) "Postsecondary and Vocational Education: Keeping Track of the College Track" (Thomas J. Kane); (4) "Indicators of Educational Achievement" (Daniel Koretz); and (5) a Summary of the four papers on education indicators (Richard J. Murnane). The last section, Economic Security, includes the following papers: (1) "Income, Employment, and the Support of Children" (Susan E. Mayer); (2) "Longitudinal Indicators of Children's Poverty and Dependence" (Greg J. Duncan); and (3) "Parental Employment and Children" (Judith R. Smith, Jeanne Brooks-Gunn, and Aurora P. Jackson). Most papers contain references. (SLD)

ED 383 722 TM 023 143

Longford, Nicholas T.
Reliability of Essay Rating and Score Adjustment. Program
Statistics Research Technical Report No. 93-36.
PUB DATE- Oct 93
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Diagnosis; Error of Measurement;
*Essays; Estimation (Mathematics); Evaluation Methods;
*Interrater Reliability; Models; *Rating Scales; Standardized
Tests; *True Scores; *Writing Evaluation

A model-based approach to rater reliability for essays read by multiple readers is presented. Variation of rater severity (between-rater variation) and rater inconsistency (within-rater variation) is considered in the presence of between-examinee variation. An additive variance component model is posited and the method of moments for its estimation described. The model involves no distributional assumptions. Minimum mean squared error estimators of examinees' true scores and readers' severities are derived. Model diagnostic procedures are an integral component of the approach. The methods are illustrated on data from standardized educational tests. Six tables and seven figures are included. (Contains eight references.) (Author)

ED 383 743 TM 023 232

Statistical and Financial Data for Fiscal Year 1993-1994. Annua' Report of the Superintendent of Public Instruction.

PUB DATE- Dec 94

NOTE- 283p.; For the 1992-93 report, see TM 023 233. For the 1991-92 report, see ED 359-230.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Annual Reports; Dropouts; *Educational Finance; Educational History; Elementary Secondary Education; *Enrollment; Ethnic Groups; Expenditures; Gifted; Income; Private Schools; Public Schools; Racial Differences; *Resource Allocation; *School Districts; School Personnel; School Statistics; Statistical Data; Tables (Data)

IDENTIFIERS- *Arizona

This volume of the annual report on the state of education in Arizona focuses on statistical and financial data for the 1993-94 school year. Section 1 provides general statistical information in the following categories: (1) state funding and revenues; (2) expenditure history; (3) average daily membership history; (4) state summary of number and type of public schools; (5) state summary by grade of pupil enrollment, dropouts, and racial and ethnic categories; (6) private school enrollment and statistics; (7) state, federal, and private funds; (8) the annual financial reports of the county school superintendents; and (9) information on the food service program. Section 2 provides detailed tables for school districts, counties, and the state, including enrollment, revenues and expenditures, salaries and staffing, and budgets for programs for the gifted. An index to district, county, and state summaries is provided. Information is given in a series (241 pages) of tables. (SLD)

ED 383 765 TM 023 309

Pommerich, Mary; And Others
An Analytical Evaluation of Two Common-Odds Ratios as Population
Indicators of DIF.
PUB DATE- Mar 95
NOTE- 33p.; Paper presented at the Annual Meeting of the American
Educational Research Association (New Orleans, LA, April 4-8,
1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,
Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Comparative Analysis; Difficulty Level;
*Item Bias; *Raw Scores; Sample Size; *Statistical
Distributions; Test Items; Test Length
IDENTIFIERS- *Mantel Haenszel Procedure

The Mantel-Haenszel (MH) statistic for identifying differential item functioning (DIF) commonly conditions on the observed test score as a surrogate for conditioning on latent ability. When the comparison group distributions are not completely overlapping (i.e., are incongruent), the observed score represents different levels of latent ability across groups, and observed score conditioning may be ineffective. In this study, MH common-odds ratios conditioned on observed score and latent ability were evaluated as population indicators of DIF. The performances of the MH common-odds ratios were compared on moderate to high difficulty tests for combinations of degree of distributional incongruence, test length, occurrence of DIF, and ratio of examinees in the comparison groups. Under all conditions, the observed score and latent ability MH common-odds ratios performed similarly, even with fairly incongruent distributions. This provides reassurance in conditioning on observed score when the MH statistic is applied to large finite samples with incongruent group distributions. (Contains seven references, five tables, and two figures.) (Author)

ED 383 786 UD 030 457

Shoemaker, Caryn R.

Dropout Rate Study, 1992-93. A Study of Annual Dropout Rates in Arizona Public Schools Grades Seven through Twelve.

PUB DATE- Feb 94

NOTE- 279p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- American Indians; Asian Americans; Black Students; *Dropout Rate; Dropouts; *Educational Trends; Elementary Secondary Education; Enrollment; *Ethnic Groups; Hispanic Americans; *Public Schools; Racial Differences; Sex Differences; Statistical Analysis; *Student Attrition; Trend Analysis

IDENTIFIERS- *Arizona

This collection of statistics provides information on dropout rates in Arizona public schools. A dropout was defined as a student who was enrolled at the end of the 1991-92 school year or at any time during the 1992-93 school year, who was not enrolled at the end of the school year and whose absence could not be explained by transfer, graduation, or death. There were 3,529 dropouts from grades 7 and 8 combined, or 3.2 percent of the total enrollment. Only 11 percent deliberately left school or were expelled, but 86 percent were students whose status was unknown. Many may have been enrolled in other schools. There were 24,348 dropouts from high school, representing 12.4 percent of the total high school enrollment. More than half of these were students whose status was unknown. While the number of dropouts was highest at grade 9, the dropout rate was highest at twelfth grade and ungraded high school levels. Rates varied for ethnic groups but were lowest for Asian Americans and highest for American Indians. Males were somewhat more likely to drop out than females. Statewide, dropout rates were higher for 1992-93 than for 1991-92 by 1.5 percentage points. Thirteen tables and 7 charts illustrate the analysis. Six appendixes present reports in table form for 497 schools and 29 special programs in 29 districts. (SLD)

ED 383 704 SP 036 059

Drummond, Robert J.; Drummond, Heather A.
Evaluation of Interns and Internship by Fall 1994 Directing Teachers.
PUB DATE- 95
NOTE- 23p.; For a related evaluation, see SP 036 058-060.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperating Teachers; Elementary Secondary Education; *Feedback; Higher Education; Internship Programs; Preservice Teacher Education; *Program Evaluation; *Student Teacher Evaluation; *Student Teachers; Student Teacher Supervisors; *Student Teaching; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *University of North Florida

The 35 directing teachers for the teacher training program, fall 1994 session, at the University of North Florida provided feedback on this preservice preparation program through a survey. The teachers completed a four-part questionnaire that required them to evaluate the program, internship procedures and materials, and their supervisory competencies through Likert type scales and open-ended questions. Most, though they had not taken any formal training in supervision, had previously supervised an intern and had more than 3 years of teaching experience. The teachers evaluated the program positively and found the experience to be personally rewarding. Directing teachers provided suggestions for program improvement and refinement. One of the major suggestions was to make sure interns were in the school for preplanning and for the first day of school. Overall, college supervisors were viewed as helpful to the directing teachers in supervising interns and providing information and help. The teachers also reported having high competency in providing direct assistance to interns but less competency using and adapting instruments for the systematic recording of teaching/learning behaviors. An appendix presents numerical data from the study and responses to the open-ended questions. The survey questions are included. (JB)

ED 383 723 TM 023 144

DeMauro, Gerald E.

The Three Stage Development of the NTE School Psychologist Specialty Area Test from a Job Analysis Perspective.

PUB DATE- Nov 90
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Certification; Elementary Secondary Education; *Job Analysis; Job Skills; *Knowledge Level; *School Psychologists; Surveys; *Test Construction; Test Items
IDENTIFIERS- Experts; *NTE Specialty Area Tests; Subject Content Knowledge

Three papers describe the three stages of developing the National Teacher Examination (NTE) School Psychologist Specialty Area Test. The first stage is described in the paper entitled "Knowledge Areas Important to School Psychology." A survey of the membership of the National Association of School Psychologists helped determine knowledge areas and job activities important to the professional functions of an entry-level school psychologist. Expert committee judgments were then used to link these knowledge areas to job domains. The second stage, described in the paper entitled "Specifying the Content Domain of the NTE School Psychologist Specialty Area Test," reviews how the findings of the first stage were used by the Committee of Examiners to establish content specifications and the representation of component knowledge areas for the test. The findings were also used to establish a job context for each test question. Finally, the "Follow Up: Specifying the Content and Context of NTE School Psychologist Items for Item Writers" documents how the directions of the Committee of Examiners were transmitted to item writers. The three papers, taken together, provide a step-by-step process of item development based on expert judgment. Twelve tables support the discussions. An appendix for each paper presents supplemental information, including questionnaires and descriptive statistics. (Contains 11 references.) (Author/SLD)

ED 383 807 UD 030 478

Indicators of Children's Well-Being: Conference Papers. Cross-Cutting Issues; Population, Family, and Neighborhood; Social Development and Problem Behaviors. Volume III. Special Report Series. Special Report Number 60c.

PUB DATE- May 95

NOTE- 192p.; For Volumes I and II, see UD 030 476-477. Papers presented at a conference on "Indicators of Children's Well-Being" (Bethesda, MD, November 17-18, 1994).

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adolescents; *Behavior Problems; Child Development;

Children; *Child Welfare; Ethnicity; Evaluation Methods; *Family Environment; Measurement Techniques; Neighborhoods; *Population Distribution; Racial Differences; Research Problems; *Social Development

IDENTIFIERS- *Indicators

Papers in this volume explore indicators of children's well-being in the following areas: cross-cutting issues; population, family, and neighborhood; and social development and problem behaviors. The first section includes: (1) "Potential and Problems in Developing Indicators on Child Well-Being from Administrative Data" (Robert M. Goerge); (2) "Potential and Problems in Developing Community-Level Indicators of Children's Well-Being" (Claudia J. Coulton); (3) "Context and Connection in Social Indicators: Enhancing What We Measure and Monitor" (Marc L. Miringoff and Marque-Luisa Miringoff). The second section includes: (1) "Demographic Change and the Population of Children: Race/Ethnicity, Immigration, and Family Size" (Dennis P. Hogan and David J. Eggebeen); (2) "Family Structure, Stability, and the Well-being of Children" (Gary D. Sandefur); (3) "The Influence of Neighborhoods on Children's Development: A Theoretical Perspective and a Research Agenda" (Frank F. Furstenberg, Jr. and Mary Elizabeth Hughes); and (4) comments by Donald Hernandez. Papers in the third section include: (1) "Indicators of Positive Development in Early Childhood: Improving Concepts and Measures" (J. Lawrence Aber and Stephanie Jones); (2) "Indicators of Problem Behaviors and Problems in Early Childhood, Draft" (John M. Love); (3) "Positive Indicators of Adolescent Development: Redressing the Negative Image of American Adolescents" (R. Takanishi, A. M. Mortimer, and T. J. McGourthy); (4) "Indicators of Adolescent Problem Behaviors" (Bruce P. Kennedy and Deborah Prothrow-Stith); and (5) a discussant paper, "Social Development and Problem Behaviors" (J. J. Card and James L. Peterson). Most papers contain references. (SLD)

ED 383 744 TM 023 233

Statistical and Financial Data for the Fiscal Year 1992-1993. Annual Report of the Superintendent of Public Instruction.

PUB DATE- Dec 93
NOTE- 284p.; For the 1993-94 data, see TM 023 232; for the 1991-92 data, see ED 359 230.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Annual Reports; Budgets; Counties; Dropouts; *Educational Finance; *Elementary Secondary Education; *Enrollment; *Ethnic Groups; Expenditures; *Financial Support; Private Schools; Public Schools; Racial Differences; School Districts; School Personnel; *School Statistics; State Aid; State Programs
IDENTIFIERS- *Arizona

This portion of the annual report on the state of education in Arizona focuses on statistical and financial data for the 1992-1993 fiscal year. Section 1 provides general statistical information in the following categories: (1) state funding and revenues; (2) expenditure history; (3) average daily membership history; (4) state summary of number and type of public schools; (5) state summary by grade of pupil enrollment, dropouts, and racial and ethnic categories; and (6) private school enrollment and statistics. Section 1 also includes figures on state, federal, and private funds, the annual reports of the county school superintendents, and information on the food service program. Section 2 provides detailed tables for school districts, counties, and the state, including enrollment, revenues and expenditures, salaries and staffing, and budgets for particular programs. An index to district, county, and state summaries is provided. Information is presented in a series of 260 tables. (SLD)

ED 383 766 TM 023 312

Weigle, David C.; Snow, Alicia
Interpreting Where Detected Effects Originate: Structure Coefficients Versus Pattern and Other Coefficients.
PUB DATE- 21 Apr 95
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Factor Analysis; Factor Structure; Literature Reviews; *Matrices; *Scores
IDENTIFIERS- *Pattern Analysis; *Structure Coefficients

Various analytic choices in principal components and common factor analysis are discussed. Differences and similarities among these extraction methods are explained, and aids in interpreting the origin of detected effects are explored. Specifically, the nature and use of structure and pattern coefficients are examined. Communalities and methods for obtaining factor scores are presented, and a selected review of studies pertaining to these topics is also included. (Contains 13 references and 4 tables.) (Author)

ED 383 787 UD 030 458

Brantlinger, Ellen A.
The Politics of Social Class in Secondary School. Views of Affluent and Impoverished Youth.
PUB DATE- 93
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescents; Critical Theory; *Disadvantaged Youth; Educational Change; *Equal Education; *High Schools; High School Students; Political Influences; Politics; *Social Class; Social Cognition; *Student Attitudes

A social cognition approach is taken to study social class influences on schooling as reflected in the attitudes of 74 high school students. What happens in school is discussed from the perspectives of dominant and subordinate social classes. Narratives of the adolescents in this study confirm a number of propositions of critical theory pertaining to social class influences on schooling: (1) social class conflict is ubiquitous in schools; (2) school is not a neutral setting; (3) adolescents bring their social-class determined subjectivities to school; (4) social perceptions are shaped through school discourse; and (5) human thought is heteroglossic and dynamic. To intervene and disassemble the social class reproductive nature of schools it is necessary to review the basic assumptions underlying the view of schools as meritocracies. Educational reform must take into account the social inequities in schools as they are. Three figures and 18 tables illustrate the discussion. (Contains 357 references.) (SLD)

ED 383 788 UD 030 459

Bowser, Benjamin P., Ed.; And Others
Toward the Multicultural University.
PUB DATE- 95
NOTE- 217p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Blacks; Computer Uses in Education; *Cultural Awareness; *Curriculum Development; Demography; *Educational Change; Ethnocentrism; Futures (of Society); *Higher Education; Hispanic Americans; Ideology; *Multicultural Education; Outcomes of Education; Racial Differences; *Teaching Methods
IDENTIFIERS- African Americans; Afrocentrism; *Eurocentrism;

ED 383 808 UD 030 479

Smith, Marcia A.
An Examination of Effective Models for Chapter 1 Intervention in Elementary Schools.
PUB DATE- 13 May 95
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; Computer Uses in Education; *Early Intervention; Educational Change; *Educationally Disadvantaged; Educational Technology; Elementary Education; *Elementary School Teachers; *Federal Aid; Financial Support; Models; Program Evaluation; Supplementary Education
IDENTIFIERS- California (San Francisco Bay Area); *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act

This study examines effective models for use of Chapter 1 funds. The interventions for Chapter 1 of the Elementary and Secondary Education Act are examined for several Northern California Bay Area elementary schools. Ten teachers answered questions related to the current Chapter 1 program in effect at their school sites. Responses indicate that the majority of teachers describe their Chapter 1 program models to be based on one or a combination of the following interventions: (1) classroom support; (2) support from additional classroom helpers; and (3) use of computers or other technology. While teacher responses

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Persistence of Fall 1988 Math 310, Math 12 & Math 13 Students through Transfer Level Math over Four Academic Years (Fall 1988-Spring 1992). Research Report #269.	13p.	L1	ED 383 363
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(120) Opinion Papers

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Building Inclusive Schools: Places Where All Children Can Learn. Occasional Paper Series: Volume IX, Number 2.	16p.	L1	ED 383 147
Changing Community Policies: Your Role in Eliminating Corporal Punishment in Schools.	20p.	L1	ED 383 100
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Not by Schools Alone: Sharing Responsibility for America's Education Reform.	256p.	L3	ED 383 115
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An Opportunity for the Boundary Spanner: Developing a Holistic Communication Model with a Contextual Connection.	9p.	L1	ED 383 030
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(130) Reference Materials - General

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(131) Reference Materials - Bibliographies

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Agricultural Education (Postsecondary): Teaching Materials, Methods and Curricula. January 1990-March 1994. Quick Bibliography Series: QB 94-03.	61p.	L1	ED 382 856
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Business Education Index 1994. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals and Yearbooks Published during the Year 1994.	164p.	L1	ED 382 877
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Folklife Resources in the Library of Congress. Revised Edition.	52p.	L1	ED 383 634
Learning Geography: An Annotated Bibliography of Research Paths. Pathways in Geography Series, Resource Publication Title No. 11.	86p.	L1	ED 383 630
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Picture Books Are a Student's Best Friend.	20p.	L1	ED 382 933
PR Bibliography, 1995.	220p.	L3	ED 383 013
Program-Based Literacy Materials Catalogue. A Project of the Ontario Regional Literacy Desktop Publishers. First Edition.	331p.	L1	ED 382 808
Putting Research Results To Work. A Guide to the Adult Education National Programs 1988-1994.	67p.	L1	ED 382 828
Race and Gender in Adult Education. Trends and Issues Alerts.	4p.	L1	ED 382 822
Resources Available from the Literacy Section of the Learning and Employment Preparation Branch for Literacy Providers (Validation Draft, 2nd Edition) = Ressources disponibles a la section de l'alphabetisation de la direction de l'alphabetisation et de la preparation a l'emploi pour les intervenantes et les intervenants en alphabetisation (ebauche pour examen critique, 2e edition).	54p.	L1	ED 382 868
Resources in Education (RIE). Volume 30, Number 10.	p.	L2	ED 382 760
What Works with Low Achievers? A Resource Guide. E&R Report No. 95-07.	30p.	L1	ED 383 434
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Workplace Literacy Publications. An Annotated Bibliography of Print Resources. Workforce Tools.	59p.	L2	ED 382 825
Workplace Literacy: Trends in the Literature. Trends and Issues Alerts.	4p.	L1	ED 382 823
Youth and Caring: Developing a Field of Inquiry and Practice. A Report of a Lilly Endowment Research Grants Program.	70p.	L3	ED 383 482

(132) Reference Materials - Directories/Catalogs

Counselor Preparation 1993-95. Volume I: Programs and Personnel. Eighth Edition.	569p.	L2	ED 382 911
Directory of Electronic Journals, Newsletters and Academic Discussion Lists. 5th Edition.	760p.	L1	ED 383 351
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A Guide to NGO Directories: How To Find Over 20,000 Nongovernmental Organizations in Latin America and the Caribbean. Second Edition.	28p.	L1	ED 383 515
A Key to Organizations Working in: Employee Training, Labor-Management Relations, Work Restructuring, Workplace Literacy. Workforce Tools. Resource Guide.	67p.	L2	ED 382 824
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Youth, AIDS, and HIV: Resources for Educators and Policymakers, 1995. Bulletin 95244. Revised.	19p.	L1	ED 382 917

(133) Reference Materials - Geographic Materials

The Impact of Education Reform: A Survey of State Activities.	137p.	L1	ED 383 187

(134) Reference Materials - Vocabularies/Classifications

Indian Terms of the Americas.	289p.	L3	ED 383 517

(140) Reports - General

How To Establish Effective Book Marketing and Distribution Systems in Asia/Pacific. Report of the Regional Training Course on Book Production in Asia/Pacific (Tokyo, Japan, September 21-October 9, 1994).	102p.	L1	ED 383 350
Proficiency Orientation in Foreign Language Education: Implications for Instructional Design.	7p.	L1	ED 383 342

(141) Reports - Descriptive

'94 in Review: Inter-American Foundation, October 1, 1993 to September 30, 1994.	57p.	L1	ED 383 516
1994 Outstanding Practices. Effective Strategies from "High Schools That Work" Sites and States in Raising the Achievement of Career-Bound High School Students.	37p.	L1	ED 382 814
21st Century Workplace Requires Re-Engineering Our Educational System To Facilitate the Individual Student's Mastery of Behavioral Skills.	9p.	L1	ED 383 373
Adult Career Counseling Center. Eleventh Annual Report. September 1993-June 1994.	52p.	L1	ED 382 761
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Central Services PREP (A Curriculum for Sterilization Technicians in the Workplace). Final Report.	14p.	L1	ED 382 831
Changing the Culture of a School: A Supervisory Strategy Restructuring a Dysfunctional Junior High School into a Model Middle School.	25p.	L1	ED 383 087
Chapter 1 in Ohio: Elementary and Secondary Education Act. 29th Annual Evaluation Report, Fiscal 1994.	33p.	L1	ED 383 502
Characteristics and Behaviors of Effective Social Studies Teachers in Selected Countries.	21p.	L1	ED 383 601
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Chase and NYANA: A Partnership To Remove Barriers to Job Performance 1993-94. Final Report.	349p.	L1	ED 383 237
Children and Foreign Languages. European Teachers' Seminar (Zagreb, Croatia, May 4-7, 1994). Report.	55p.	L2	ED 383 176
Children's Coping with Everyday Stressful Situations: The Role Played by Religion.	11p.	L1	ED 383 432
Children's Questions and Adults' Answers in Different Cultures: Research Report.	32p.	L1	ED 383 190
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Cognitive Factors in the Choice of Syntactic Form by Aphasic and Normal Speakers of English and Japanese: The Speaker's Impulse.	8p.	L1	ED 383 191
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Conventional Arms Control and Europe's Future. Headline Series No. 287.	76p.	L1	ED 383 636
Cost Analysis and Instructionally Sound Assessment Practices: Issues for Local Exploration.	12p.	L1	ED 383 083
Creating Multimedia Courseware for ESP.	11p.	L1	ED 383 206
Curriculum Implementation. Leadership for Excellence.	309p.	L1	ED 383 043
Dangerous Discourses: The Politics of Multicultural Literature in Community and Classroom. Report Series 7.4.	37p.	L1	ED 382 948
Demonstration Projects To Establish a System-Wide Functional Literacy Program for Adult Prisoners. Project Abstracts.	14p.	L1	ED 382 806
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Education for a New World, 1994.	49p.	L2	ED 383 259
Educational Policies of the Countries in Transition.	88p.	L2	ED 383 585
Educational, Social and Financial Development in Communities in the South Pacific.	12p.	L1	ED 383 597
Eisenhower Professional Development Program: Moving beyond Math and Science. CRS Report for Congress.	17p.	L1	ED 383 553
El Camino College Basic Skills for Quality Project. Final Report.	97p.	L1	ED 383 231
Environmental Management Fact Sheets.	84p.	L1	ED 383 566
Environmentally Conscious Manufacturing Technology Transfer and Training Initiative (ECMT3I) Technology Transfer Model Report.	128p.	L1	ED 383 386
Erasmus and Telematics. Networks for Courses: Distance No Object.	12p.	L1	ED 383 186
The Ethics of Strategic Ambiguity: Contrasting Teleologically and Deontologically Based Experiences.	18p.	L1	ED 383 015
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CS214882	ED382995
CS214883	ED382996
CS214884	ED382997
CS214885	ED382998
CS214895	ED382999//
CS214896	ED383000
CS214902	ED383001//
CS214903	ED383002
CS508883	ED383003
CS508897	ED383004
CS508899	ED383005
CS508901	ED383006
CS508913	ED383007
CS508914	ED383008
CS508916	ED383009
CS508917	ED383010
CS508918	ED383011
CS508919	ED383012
CS508920	ED383013//
CS508921	ED383014
CS508922	ED383015
CS508924	ED383016
CS508925	ED383017//
CS508926	ED383018//
CS508927	ED383019
CS508928	ED383020
CS508930	ED383021
CS508931	ED383022
CS508933	ED383023
CS508934	ED383024//
CS508935	ED383025
CS508936	ED383026
CS508937	ED383027
CS508938	ED383028
CS508939	ED383029
CS508943	ED383030
CS508944	ED383031

EA - Educational Management

EA026217	ED383032
EA026278	ED383033
EA026304	ED383034
EA026305	ED383035
EA026311	ED383036
EA026313	ED383037//
EA026357	ED383038
EA026358	ED383039
EA026486	ED383040
EA026496	ED383041
EA026520	ED383042
EA026550	ED383043
EA026583	ED383044
EA026584	ED383045
EA026597	ED383046
EA026598	ED383047
EA026622	ED383048
EA026626	ED383049
EA026673	ED383050
EA026674	ED383051
EA026676	ED383052
EA026678	ED383053
EA026699	ED383054
EA026706	ED383055
EA026707	ED383056
EA026708	ED383057
EA026709	ED383058
EA026710	ED383059
EA026711	ED383060
EA026712	ED383061
EA026713	ED383062
EA026715	ED383063
EA026716	ED383064
EA026717	ED383065
EA026718	ED383066
EA026719	ED383067
EA026721	ED383068
EA026722	ED383069
EA026723	ED383070
EA026724	ED383071//
EA026725	ED383072//
EA026726	ED383073//
EA026727	ED383074//
EA026728	ED383075//
EA026730	ED383076//
EA026731	ED383077
EA026732	ED383078
EA026733	ED383079
EA026734	ED383080
EA026735	ED383081
EA026736	ED383082
EA026737	ED383083
EA026738	ED383084
EA026739	ED383085//
EA026740	ED383086
EA026741	ED383087
EA026742	ED383088
EA026743	ED383089
EA026747	ED383090
EA026748	ED383091
EA026749	ED383092
EA026750	ED383093
EA026751	ED383094
EA026752	ED383095
EA026753	ED383096
EA026754	ED383097
EA026755	ED383098
EA026756	ED383099
EA026757	ED383100
EA026758	ED383101
EA026759	ED383102
EA026760	ED383103
EA026761	ED383104
EA026763	ED383105
EA026764	ED383106
EA026765	ED383107//
EA026766	ED383108//
EA026768	ED383109//
EA026769	ED383110
EA026770	ED383111
EA026771	ED383112
EA026772	ED383113//
EA026773	ED383114//
EA026774	ED383115//
EA026777	ED383116//
EA026778	ED383117//
EA026779	ED383118//
EA026939	ED383119

EC - Disabilities and Gifted Education

EC303931	ED383120
EC303932	ED383121
EC303933	ED383122
EC303934	ED383123
EC303935	ED383124
EC303936	ED383125
EC303937	ED383126
EC303938	ED383127
EC303950	ED383128
EC303951	ED383129
EC303952	ED383130//
EC303953	ED383131
EC303955	ED383132//
EC303956	ED383133
EC303957	ED383134
EC303958	ED383135
EC303959	ED383136
EC303960	ED383137
EC303961	ED383138
EC303963	ED383139
EC303964	ED383140
EC303965	ED383141
EC303966	ED383142
EC303967	ED383143
EC303968	ED383144
EC303969	ED383145
EC303970	ED383146
EC303971	ED383147
EC303972	ED383148
EC303973	ED383149
EC303974	ED383150
EC303975	ED383151
EC303976	ED383152
EC303977	ED383153
EC303978	ED383154
EC303979	ED383155
EC303981	ED383156
EC303982	ED383157
EC303991	ED383158
EC303992	ED383159
EC303994	ED383160
EC303995	ED383161
EC303996	ED383162

FL - Language and Linguistics

FL022312	ED383163
FL022515	ED383164
FL022831	ED383165
FL022844	ED383166
FL022900	ED383167
FL022911	ED383168
FL022916	ED383169
FL022935	ED383170
FL022937	ED383171
FL022938	ED383172
FL022939	ED383173
FL022940	ED383174
FL022943	ED383175
FL022944	ED383176
FL022947	ED383177
FL022948	ED383178
FL022951	ED383179
FL022952	ED383180
FL022963	ED383181
FL022964	ED383182
FL022968	ED383183
FL022970	ED383184
FL022971	ED383185
FL022973	ED383186
FL022984	ED383187
FL022985	ED383188
FL022986	ED383189
FL022987	ED383190
FL022989	ED383191
FL022991	ED383192
FL022992	ED383193
FL022993	ED383194
FL022994	ED383195
FL022995	ED383196
FL022996	ED383197
FL022997	ED383198
FL022998	ED383199
FL022999	ED383200
FL023000	ED383201//
FL023001	ED383202
FL023003	ED383203
FL023004	ED383204
FL023005	ED383205
FL023006	ED383206
FL023007	ED383207
FL023008	ED383208
FL023009	ED383209
FL023010	ED383210
FL023011	ED383211
FL023018	ED383212
FL023019	ED383213
FL023027	ED383214
FL023031	ED383215
FL023036	ED383216
FL023037	ED383217//
FL023063	ED383218
FL023064	ED383219
FL023065	ED383220
FL023066	ED383221
FL023068	ED383222
FL023069	ED383223
FL023070	ED383224
FL023071	ED383225
FL023072	ED383226
FL023073	ED383227
FL800869	ED383228
FL800888	ED383229
FL800892	ED383230
FL800902	ED383231
FL800959	ED383232
FL800960	ED383233
FL800961	ED383234
FL800962	ED383235
FL800988	ED383236
FL800989	ED383237
FL800990	ED383238
FL800992	ED383239//
FL800994	ED383240
FL800995	ED383241
FL800996	ED383242

HE - Higher Education

HE028355	ED383243//
HE028356	ED383244
HE028357	ED383245
HE028358	ED383246
HE028359	ED383247
HE028360	ED383248
HE028361	ED383249//
HE028362	ED383250
HE028363	ED383251
HE028364	ED383252
HE028365	ED383253
HE028366	ED383254
HE028367	ED383255
HE028369	ED383256//
HE028370	ED383257
HE028371	ED383258
HE028372	ED383259
HE028373	ED383260
HE028374	ED383261
HE028375	ED383262
HE028376	ED383263
HE028377	ED383264
HE028378	ED383265
HE028379	ED383266
HE028380	ED383267
HE028381	ED383268
HE028382	ED383269
HE028383	ED383270
HE028384	ED383271
HE028385	ED383272//
HE028386	ED383273
HE028387	ED383274
HE028388	ED383275
HE028389	ED383276
HE028390	ED383277
HE028391	ED383278
HE028392	ED383279

IR - Information and Technology

IR017105	ED383280
IR017106	ED383281
IR017112	ED383282
IR017133	ED383283
IR017139	ED383284
IR017140	ED383285
IR017141	ED383286
IR017142	ED383287
IR017143	ED383288
IR017144	ED383289
IR017145	ED383290
IR017146	ED383291
IR017147	ED383292
IR017148	ED383293
IR017149	ED383294
IR017150	ED383295
IR017151	ED383296
IR017152	ED383297
IR017153	ED383298
IR017154	ED383299
IR017155	ED383300
IR017156	ED383301
IR017157	ED383302
IR017158	ED383303
IR017159	ED383304
IR017160	ED383305
IR017161	ED383306
IR017162	ED383307
IR017163	ED383308
IR017164	ED383309
IR017165	ED383310
IR017166	ED383311
IR017167	ED383312
IR017168	ED383313
IR017169	ED383314
IR017170	ED383315
IR017171	ED383316
IR017172	ED383317
IR017173	ED383318
IR017174	ED383319
IR017175	ED383320
IR017176	ED383321
IR017177	ED383322
IR017178	ED383323
IR017179	ED383324
IR017180	ED383325
IR017181	ED383326
IR017182	ED383327
IR017183	ED383328
IR017184	ED383329
IR017185	ED383330
IR017186	ED383331
IR017187	ED383332
IR017188	ED383333
IR017189	ED383334
IR017190	ED383335
IR017191	ED383336
IR017192	ED383337
IR017193	ED383338
IR017194	ED383339
IR017195	ED383340
IR017196	ED383341
IR017197	ED383342
IR017198	ED383343
IR017199	ED383344
IR017200	ED383345
IR017201	ED383346
IR017202	ED383347
IR055509	ED383348
IR055522	ED383349
IR055523	ED383350
IR055524	ED383351
IR055525	ED383352//
IR055526	ED383353//

JC - Community Colleges

JC950187	ED383354
JC950252	ED383355
JC950266	ED383356
JC950278	ED383357
JC950279	ED383358
JC950281	ED383359
JC950282	ED383360
JC950283	ED383361
JC950284	ED383362
JC950285	ED383363
JC950286	ED383364
JC950287	ED383365
JC950288	ED383366
JC950291	ED383367
JC950292	ED383368
JC950293	ED383369
JC950294	ED383370
JC950295	ED383371
JC950296	ED383372
JC950297	ED383373
JC950298	ED383374
JC950299	ED383375
JC950300	ED383376
JC950301	ED383377
JC950302	ED383378
JC950303	ED383379
JC950304	ED383380
JC950305	ED383381
JC950307	ED383382
JC950308	ED383383
JC950309	ED383384
JC950311	ED383385
JC950312	ED383386
JC950313	ED383387
JC950314	ED383388
JC950315	ED383389
JC950316	ED383390
JC950317	ED383391
JC950318	ED383392
JC950319	ED383393
JC950320	ED383394
JC950321	ED383395
JC950322	ED383396
JC950324	ED383397
JC950325	ED383398
JC950327	ED383399
JC950328	ED383400

PS - Elementary and Early Childhood Education

PS022033	ED383401
PS022507	ED383402
PS022591	ED383403
PS022687	ED383404//
PS022715	ED383405
PS022803	ED383406
PS022905	ED383407//
PS022909	ED383408//
PS022949	ED383409
PS023000	ED383410
PS023030	ED383411
PS023033	ED383412
PS023078	ED383413
PS023084	ED383414
PS023087	ED383415
PS023088	ED383416
PS023092	ED383417//
PS023106	ED383418
PS023126	ED383419
PS023138	ED383420
PS023142	ED383421
PS023144	ED383422
PS023190	ED383423
PS023191	ED383424
PS023198	ED383425
PS023199	ED383426
PS023222	ED383427
PS023231	ED383428
PS023232	ED383429
PS023240	ED383430
PS023243	ED383431
PS023253	ED383432
PS023254	ED383433
PS023257	ED383434
PS023265	ED383435
PS023273	ED383436
PS023276	ED383437//
PS023287	ED383438
PS023290	ED383439
PS023298	ED383440
PS023302	ED383441
PS023303	ED383442
PS023306	ED383443
PS023319	ED383444
PS023327	ED383445
PS023328	ED383446
PS023337	ED383447
PS023339	ED383448
PS023341	ED383449
PS023342	ED383450
PS023344	ED383451
PS023345	ED383452
PS023347	ED383453
PS023350	ED383454
PS023351	ED383455
PS023352	ED383456
PS023353	ED383457
PS023354	ED383458
PS023355	ED383459
PS023356	ED383460
PS023357	ED383461
PS023358	ED383462//
PS023359	ED383463
PS023360	ED383464
PS023361	ED383465
PS023363	ED383466
PS023364	ED383467
PS023365	ED383468
PS023366	ED383469
PS023367	ED383470
PS023368	ED383471
PS023376	ED383472
PS023377	ED383473
PS023378	ED383474
PS023381	ED383475
PS023383	ED383476
PS023385	ED383477
PS023389	ED383478
PS023392	ED383479
PS023409	ED383480
PS023415	ED383481
PS023423	ED383482//
PS023590	ED383483

RC - Rural Education and Small Schools

RC019678	ED383484
RC019747	ED383485//
RC019748	ED383486
RC019749	ED383487
RC019750	ED383488
RC019751	ED383489
RC019752	ED383490
RC019753	ED383491
RC019754	ED383492
RC019755	ED383493
RC019756	ED383494
RC019844	ED383495
RC020061	ED383496
RC020063	ED383497
RC020081	ED383498
RC020084	ED383499
RC020088	ED383500
RC020096	ED383501
RC020101	ED383502
RC020104	ED383503
RC020112	ED383504
RC020113	ED383505
RC020115	ED383506
RC020116	ED383507
RC020121	ED383508
RC020131	ED383509//
RC020132	ED383510//
RC020136	ED383511//
RC020137	ED383512
RC020144	ED383513
RC020146	ED383514
RC020148	ED383515
RC020149	ED383516
RC020160	ED383517//
RC020166	ED383518
RC020168	ED383519
RC020187	ED383520//

SE - Science, Mathematics, ans Environmental Education

SE053877	ED383521
SE054326	ED383522//
SE054422	ED383523
SE054592	ED383524//
SE054682	ED383525
SE054687	ED383526
SE054696	ED383527
SE054710	ED383528
SE055220	ED383529
SE055262	ED383530//
SE055263	ED383531//
SE055633	ED383532
SE055636	ED383533
SE055637	ED383534
SE055766	ED383535//
SE055789	ED383536
SE055807	ED383537
SE055811	ED383538
SE055880	ED383539
SE055961	ED383540//
SE056104	ED383541
SE056130	ED383542
SE056133	ED383543
SE056152	ED383544

SE - Science, Mathematics, ans Environmental Education (continue)

SE056241	ED383545
SE056243	ED383546
SE056251	ED383547
SE056253	ED383548
SE056273	ED383549
SE056280	ED383550
SE056282	ED383551
SE056286	ED383552//
SE056287	ED383553
SE056288	ED383554
SE056296	ED383555
SE056341	ED383556
SE056342	ED383557
SE056361	ED383558
SE056365	ED383559
SE056373	ED383560//
SE056374	ED383561//
SE056386	ED383562
SE056387	ED383563
SE056391	ED383564
SE056434	ED383565
SE056510	ED383566
SE056517	ED383567
SE056522	ED383568
SE056523	ED383569
SE056524	ED383570
SE056534	ED383571
SE056537	ED383572
SE056543	ED383573
SE056544	ED383574
SE056545	ED383575
SE056546	ED383576
SE056559	ED383577

SO - Social Studies/Social Science Education

SO024684	ED383578
SO024685	ED383579
SO024686	ED383580
SO024745	ED383581
SO024747	ED383582
SO024750	ED383583
SO024751	ED383584
SO024753	ED383585
SO024775	ED383586//
SO024776	ED383587
SO024799	ED383588
SO024800	ED383589
SO024801	ED383590
SO024802	ED383591
SO024803	ED383592
SO024806	ED383593
SO024808	ED383594
SO024809	ED383595
SO024810	ED383596
SO024811	ED383597
SO024832	ED383598
SO024836	ED383599
SO024850	ED383600
SO024853	ED383601
SO024859	ED383602
SO024860	ED383603

SO024903	ED383604
SO024905	ED383605
SO024910	ED383606//
SO024919	ED383607
SO024922	ED383608
SO024928	ED383609
SO024932	ED383610
SO024938	ED383611
SO024941	ED383612
SO024943	ED383613
SO024960	ED383614
SO024971	ED383615
SO024974	ED383616
SO024975	ED383617
SO024977	ED383618
SO024978	ED383619
SO024979	ED383620
SO024982	ED383621
SO024983	ED383622
SO024984	ED383623
SO024985	ED383624
SO024986	ED383625
SO024987	ED383626
SO024988	ED383627
SO024989	ED383628
SO024990	ED383629
SO024991	ED383630
SO024993	ED383631
SO024994	ED383632
SO024995	ED383633
SO025010	ED383634
SO025011	ED383635
SO025015	ED383636
SO025016	ED383637
SO025017	ED383638
SO025020	ED383639
SO025091	ED383640//
SO025092	ED383641//
SO025106	ED383642
SO025112	ED383643

SP - Teaching and Teaching Education

SP035801	ED383644
SP035946	ED383645
SP035955	ED383646
SP035956	ED383647
SP035976	ED383648
SP035977	ED383649
SP035978	ED383650
SP035979	ED383651
SP035980	ED383652
SP035981	ED383653
SP035982	ED383654
SP035989	ED383655//
SP035996	ED383656
SP035997	ED383657
SP035998	ED383658
SP035999	ED383659
SP036000	ED383660
SP036001	ED383661
SP036002	ED383662
SP036003	ED383663
SP036004	ED383664

SP036005	ED383665
SP036006	ED383666
SP036007	ED383667
SP036008	ED383668
SP036009	ED383669
SP036010	ED383670
SP036011	ED383671
SP036012	ED383672
SP036013	ED383673
SP036014	ED383674
SP036015	ED383675
SP036016	ED383676
SP036017	ED383677
SP036018	ED383678
SP036019	ED383679
SP036020	ED383680
SP036021	ED383681
SP036022	ED383682
SP036023	ED383683
SP036024	ED383684//
SP036025	ED383685
SP036026	ED383686
SP036028	ED383687
SP036029	ED383688
SP036030	ED383689
SP036031	ED383690
SP036032	ED383691//
SP036033	ED383692
SP036036	ED383693
SP036037	ED383694
SP036038	ED383695
SP036040	ED383696
SP036042	ED383697
SP036048	ED383698
SP036050	ED383699
SP036052	ED383700
SP036054	ED383701
SP036057	ED383702
SP036058	ED383703
SP036059	ED383704
SP036060	ED383705
SP036061	ED383706
SP036063	ED383707
SP036067	ED383708
SP036073	ED383709//
SP036074	ED383710//
SP036078	ED383711//
SP036082	ED383712

TM - Assessment and Evaluation

TM023131	ED383713
TM023135	ED383714
TM023136	ED383715
TM023137	ED383716
TM023138	ED383717
TM023139	ED383718
TM023140	ED383719
TM023141	ED383720
TM023142	ED383721
TM023143	ED383722
TM023144	ED383723
TM023145	ED383724
TM023148	ED383725

TM023150	ED383726//
TM023153	ED383727
TM023158	ED383728
TM023159	ED383729
TM023165	ED383730
TM023171	ED383731
TM023172	ED383732
TM023173	ED383733
TM023182	ED383734
TM023186	ED383735
TM023187	ED383736
TM023188	ED383737
TM023203	ED383738
TM023205	ED383739
TM023207	ED383740
TM023214	ED383741
TM023219	ED383742
TM023232	ED383743
TM023233	ED383744
TM023265	ED383745
TM023266	ED383746
TM023267	ED383747
TM023268	ED383748
TM023269	ED383749
TM023270	ED383750
TM023271	ED383751
TM023273	ED383752
TM023275	ED383753
TM023277	ED383754
TM023284	ED383755
TM023286	ED383756
TM023287	ED383757
TM023288	ED383758
TM023289	ED383759
TM023293	ED383760
TM023297	ED383761
TM023299	ED383762
TM023306	ED383763
TM023308	ED383764
TM023309	ED383765
TM023312	ED383766
TM023315	ED383767
TM023316	ED383768
TM023318	ED383769
TM023323	ED383770
TM023325	ED383771
TM023834	ED383772
TM023855	ED383773
TM023947	ED383774

UD - Urban Education

UD030445	ED383775
UD030446	ED383776
UD030447	ED383777
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